OISE/UT LIBRARY
3 0005 03182800 0

Course Profiles

ic District School Board Writing Partnership

Course Profile

Literacy Skills: Reading and Writing

Grade 11
Open

• for teachers by teachers

s sample course of study was prepared for teachers to use in meeting local classroom eeds, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

LIBRARY
OHEC
428
.0071271
3
O59MET/E
Gr.11-12
11 [7P]

13DQ-9592

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

© Queen's Printer for Ontario, 2000

Acknowledgments

Public District School Board Writing Teams –

Lead Board
    York Region District School Board

Director of Education
    Bill Hogarth

Superintendent of Curriculum and Instructional Services
    Sharon Craigen

Course Profile Team
    Cathy Costello, York Region District School Board
    Valerie Irvine, Toronto District School Board
    Barry McKillop, York Region District School Board
    Gail Sajo, York Region District School Board
    Carolyn Sheffield, Durham District School Board
    Beatrice Stevens, Peel District School Board

Reviewers
    Linda May Bell, Upper Grand District School Board
    Jan Bivall, York Region District School Board
    Sandra Huehn, Frontier College
    Lisa Taylor, seconded to EQAO from Durham District School Board

Special thanks to Aaron Cantor of Beat the Street and
Sandra Huehn of Frontier College for the inspiration.

In memory of Beatrice Stevens, 1935-2000. Beatrice spent her life doing what she loved – teaching young people to experience the magic of literature.

LIBRARY
NOV 01 2001
OISE/UT

Course Overview
Literacy Skill: Reading and Writing, Grade 11, Open

Identifying Information
Course Title: Literacy Skills: Reading and Writing
Grade: 11
Type: Open
Ministry Course Code: ELS30
Credit Value: 1.0

Description/Rationale
This course emphasizes the strengthening of essential reading and writing skills. Students read short plays, short stories, novels, poems, and newspaper and magazine articles and opinion pieces, with particular attention to locating important information, identifying main ideas and supporting details, extending personal knowledge, responding imaginatively, and using specific strategies to expand vocabulary. An important focus will be on writing clear, accurate, and coherent narratives, summaries, reports, letters, and short essays, using correct grammar, punctuation, and spelling.

Unit Titles (Time + Sequence)
These units have been developed to move students through a progression of reading and writing skills. It is essential to begin with Unit 1 which focusses on both diagnostic activities to reveal students' strengths and needs, and goal setting so that students are empowered with a sense of personal direction and capability. The succeeding units provide opportunities for students to practise and strengthen their reading skills with a variety of informational and literary text forms, and to reinforce their knowledge of the writing process and writing forms through interesting, diverse tasks. The units have been designed so that students gain recursive practice with the essential reading and writing skills while adding to their repertoire in each unit.

Unit 1	Where am I?	15 hours
Unit 2	You Are Here	25 hours
Unit 3	Downtown and Around Town	25 hours
Unit 4	Going Places	30 hours
Unit 5	You Know You've Arrived When…	15 hours
		110 hours

Unit Descriptions

Unit 1: Where am I?

Time: 15 hours

Description

Students develop an understanding of their current skills and strategies in reading and writing through a series of diagnostic exercises such as interest and attitude surveys, Cloze passages, spelling analysis, an individual oral reading survey, a writing piece, and self-reflection on past performances in various subject areas. As an option, reading and discussion exercises such as *True Colours©* and approaches to multiple intelligences may be used to assist students in identifying their strengths, interests, and needs. Based on the results of individual diagnostic assessments, and opportunities for reflective self-assessment through a written Record of Learning and a Portfolio of Written Responses, students set personal learning goals to improve their reading and writing skills. In a broader sense, through the experience of writing a personal mission statement, learners are guided to recognize the importance of assessing and communicating information accurately and effectively in the world beyond school. The emphasis is on before, during, and after reading strategies, and students practise them with subject specific textbooks and a variety of contemporary fiction, non-fiction, and poetry pieces relevant to their experience.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations: REV.01, REV.04, WRV.02, WRV.03.

Specific Expectations: RE1.01, RE1.02, RE1.03, RE1.05, RE3.01, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.04, WR2.02, WR3.01, WR4.05, WR5.02, WR5.04.

Unit 2: You Are Here

Time: 25 hours

Description

Students develop an understanding of their place in youth culture by reading and studying a range of magazines, newspaper articles, opinion pieces, and popular fiction in order to understand and interpret these texts. Students strengthen their skill in reading specific text clues, including headlines, leads, the Five W's (who, what, where, when, why – and how), titles, subtitles, and accompanying visual/graphic information. Students will explore various elements of graphical and environmental text with a view to making inferences, drawing conclusions and making judgements based on the information presented in such sources brochures, posters advertisements and informational displays. They will examine samples of text found in such public environments as malls, youth centers, recreational facilities and main streets, using a variety of strategies for interpretations and understanding. Based on their readings, students write opinion pieces such as a media critique, assess information to develop summaries, and complete a short research report which will demonstrate their understanding of the writing process. The emphasis on writing skills focuses on strengthening a variety of sentence types, organizing sentences into unified paragraphs, and ultimately creating coherent exposition.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations: REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

Specific Expectations: RE1.01, RE1.02, RE1.03, RE1.04, RE2.05, RE3.01, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.04, WR2.01, WR2.02, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.02, WR5.03, WR5.04.

Unit 3: Downtown and Around Town

Time: 25 hours

Description

Students use community resources as sources for practical reading, focusing on informational texts such as community guides, tourist brochures, community service announcements, flyers, newsletters, playbills, and other non-fiction information sources to develop a community profile. Students use local entertainment opportunities such as sports events, concerts, plays, and movies as points of reference in developing their community profile, to write responses, reviews, or summaries. Students read excerpts from contemporary plays that strengthen their understanding of the importance of community. They interpret and respond reflectively, by comparing their own experiences with those of the characters in the play and by demonstrating their knowledge of the elements of drama, with an emphasis on plot, character development, conflict, and dialogue. Students demonstrate their understanding of form, purpose, and intended audience, as well as appropriate person and level of language inherent in dramatic and practical reading texts. In preparing the writing tasks, students may design a brochure with essential services and resources for young people new to their area; construct a directory of services available in their community; or design a promotional package for a cultural, entertainment, or sporting event. Emphasis in this unit is on writing, with the focus on revision, editing, and proofreading. Using appropriate and effective techniques, which may include desktop publishing, students complete publication of their final product.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations: REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

Specific Expectations: RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, RE2.01, RE2.05, RE3.01, RE3.02, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR2.03, WR3.01, WR3.02, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04.

Unit 4: Going Places

Time: 30 hours

Description

Students explore the colours and flavours conveyed by language, and the rich culture of destinations in the past and present, foreign and Canadian, through poetry, song lyrics, and a novel reflecting the experiences of those who have travelled. Using their prior knowledge, they learn to evaluate information, separating fact from fiction. They determine some of the purposes of travel, and research in cyberspace to plan a virtual vacation, finding information about destinations, accommodations, tourist attractions, and restaurants, and recording items of interest to create a narrative in the form of a travel diary (using first person voice). Students may also choose to research a trip into the past, to an ancient civilization, again producing a travel diary. An additional or alternative writing form is poetry inspired by pictures of and information about travel destinations. The emphasis is on making an appropriate research plan, locating information in print and electronic sources, and using reading strategies such as setting a clear purpose for reading, skimming for general meaning, and scanning for specific information. Students also assess the relevance of what they are reading to their purpose and topic, clarify new and useful vocabulary, and practise various notetaking strategies. Revision of written work emphasizes the correct spelling of specialized vocabulary or unfamiliar words, and the use of effective punctuation.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations: REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

Specific Expectations: RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, RE2.03, RE2.04, RE3.01, RE3.02, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04.

Unit 5: You Know You've Arrived When…

Time: 15 hours

Description

This is a culminating unit to consolidate the essential skills of reading and writing. Through the units in this course profile, students have moved beyond their immediate experiences to consider connections among their personal strengths and communication skills and the experiences that lie ahead. In a monitored, independent study framework, focusing on explicit detail and inferencing skills, students explore the theme of success. They research mentors or heroes as models of success using a variety of print and electronic resources. This figure, real or fictional, provides a model of the required elements for success. One component of this research may involve extending the interview skills developed in Units 2 and 3 to gather information on a local individual. Other components include assessing and recording relevant information, summarizing the steps towards success for their chosen hero/mentor, and compiling that research in a written form such as a report or profile, suitable for the chosen audience. The final product demonstrates mastery of revision, editing, proofreading, and publishing processes. Students share their written pathway for success with their classmates and the teacher in a variety of ways, for example poster displays, or "storefront" presentations.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations: REV.01, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.

Specific Expectations: RE1.01, RE1.02, RE1.03, RE1.04, RE2.05, RE3.01, RE3.02, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04.

Course Notes

Working from the premise that "students should leave school not with a transcript but with a resume" (Wiggins, 1998), the Literacy Skills: Reading and Writing, Grade 11, Open course focusses on strengthening students' essential reading and writing skills in order to successfully prepare students for courses leading to college and the workplace. Because students registered in this course may not yet have met the critical literacy demands of the Grade 10 Test of Reading and Writing, and may not have been successful in the traditional English classroom, teachers should use a wide variety of instructional and assessment strategies to build in early and continuous success. This course may be an intervention or a remediation for successful completion of the Grade 10 Test of Reading and Writing Skills; therefore, the goal of all aspects of the course is to provide students with the key literacy skills needed for continuing success in all curriculum areas. Since students in this program learn best in an environment where ideas and skills are interconnected in a whole and meaningful context, all units of study have been developed in an integrated way around the overriding theme of Where Am I? Where Am I Going?

Unit 1 has been designed as a diagnostic unit to assess students' reading and writing skills, encourage reflective self-assessment and allow students to set personal learning goals in reading and writing. Flexibility is critical when designing a diagnostic unit for students. Schools may take advantage of the resources and expertise they have. The critical piece is that students become familiar with their own learning styles, strengths, and needs, and gain an inherent understanding of how improving their critical literacy skills will benefit them in all aspects of their lives.

Units 2, 3, and 4 should be delivered sequentially in order to scaffold the reading and writing skills emphasized in this course. The theme/focus for each unit gradually broadens the perspective of the students from an immediate personal view of themselves to their place in the larger community. These units identify and strengthen the reading skills students need to better understand a wide variety of traditional genres as well as contemporary and 'environmental' reading forms. The students' writing skills will be strengthened through the many opportunities to reflect on what they have read and to respond in a meaningful way, as well as to create projects such as a community guide and a travel diary. The key steps in the writing process will be an integral part of all written work in this course.

Unit 5, designed as a performance task, allows the students the opportunity to work more independently to demonstrate mastery of the reading and writing skills set out for this course. Having had the opportunity to explore their world in terms of youth culture, both in their community and in a broader context, this unit serves as a culminating activity for the course.

The learning environment will be an important factor in this course. Classroom routines should be fair, flexible, and consistent. Each student should be valued for his/her abilities and contribution to the class. Conflict resolution strategies may enhance the students' problem-solving skills. While it may take time to earn trust from these students, teachers will discover that by creating a safe environment, students learn more by taking a calculated risk, reflecting on their mistakes, and identifying the next steps needed to improve in the future. Quality work is a key goal of the classroom culture and quality work takes time.

The time allocation for all units is approximate since many of the activities outlined could be extended or shortened depending on the overall needs of the class and the variety of resources available. Building in this flexibility enables classroom teachers to better meet the individual learning needs of their students.

This course recognizes that an important vehicle for students to strengthen their reading and writing skills in a meaningful way is the use of information technology with a range of available software programs. Working with the classroom teacher, the teacher-librarian is an important partner in introducing students in this course to both print and Internet resources. This aspect of the course emphasizes the importance of information skills such as defining the topic, selecting and assessing the relevance of resources, note-taking techniques and the transfer of learning to the final product. These skills not only benefit students in the work they are completing for this course, but also are valuable and transferable to ensure success across the curriculum and in the world of work.

An important component of this course is the emphasis on the students' understanding of the youth culture of their community and the ways in which they can become more actively involved. Teachers are encouraged to strengthen students' critical thinking skills, both through the literature being studied and the written work the students have been assigned, and by making as many meaningful connections between the classroom and the community as possible.

Teaching/Learning Strategies

Because students learn in a variety of ways, teachers must accommodate various learning styles in their teaching of essential reading and writing skills. For reading tasks, students are encouraged to set a clear purpose, assess their prior knowledge on a topic, make predictions about content, and confirm those predictions while reading. They also re-read as required, use their knowledge of the organization of texts to locate relevant information, make inferences from information in texts, and compare their interpretations with others. To support students with good models and practice in their reading skills, teachers are encouraged to read aloud frequently, to provide opportunities for shared experiences such as choral reading and dramatic readings, and to regularly monitor students' reading abilities one-on-one with a piece of student-prepared text.

In writing, students must be given opportunities to use the complete writing process of brainstorming, experimenting in draft form, interviewing, researching, role playing, peer editing, rewriting, designing, and publishing. Other helpful strategies to assist students in making the connections between what they read and what they write include use of graphic organizers, concept-mapping, individual conferences, and co-operative learning experiences. In the English classroom, the use of a Portfolio of Written Responses helps students to record their reactions to what they have read, and to identify and develop ideas for discussion and writing. Records of Learning provide a framework for students to reflect on what they have learned and how they learned so that they can better track their developing strengths and their learning styles. Students work independently on some tasks and also have frequent opportunities to work with partners and in a variety of groups.

Teachers develop and use a rich variety of teaching skills. Planning, clear organization and structure of classroom experiences through use of board agendas, well-designed student handouts, teacher modelling and demonstrations, direct instruction, and constructivist or problem-solving approaches assist the learning of students in this course. Through assessment and evaluation experiences, teachers allow students the opportunities to build on what they have done well, to track their individual needs, and to develop plans for addressing those needs. Teachers also find ways for students to make authentic learning connections with the classroom, the school, the local community, and beyond. In all activities, teachers and students build on the rich cultural diversity of our Ontario classrooms. The expectations for both strands of this course are embedded in each of the units of study with a concentration on developing the strategies and skills necessary to read and respond in discussion and writing to a variety of informational and literary texts. Reading forms include short stories; poetry; “environmental” reading texts such as posters, signs, and billboards; drama; a novel; short essays; and magazine articles. Students develop knowledge of the form and stylistic elements of texts and use this knowledge to come to an understanding and appreciation of those texts. Similarly, writing activities are contained in each unit. In the first unit, students use personal narratives and poetry to develop a set of individual learning goals for reading and writing. In the second unit, students write opinion pieces, summaries, and a short report. In the third unit, students create and publish a directory, brochure, or promotional package based on personal knowledge and research of community resources. In the fourth unit, students produce a travel diary or travelogue. In the fifth unit, students have an opportunity to demonstrate the reading and writing skills which they have learned by researching and writing a report or profile on a hero, mentor, or model of success whose life and experiences will help them to create their own pathway for success.

The expectations for language growth are addressed in each unit. Word-identification strategies, use of context to determine the meaning of unfamiliar words, personal word lists, and dictionary (print and electronic) skills are integrated into all activities. For example, the study of a novel in Unit 4: Going Places, includes an exercise in predicting the meaning of words in context and in using the dictionary and other methods to test and confirm meaning. The development of expressive language is to be encouraged through the exploration of figurative language in billboards and drama, for example, and rich, colourful vocabulary in travel and dream poetry. Students demonstrate this understanding through the use of such forms as Portfolio of Written Responses and class discussion. Teachers encourage students to be clear, precise, and appropriate in their use of language with awareness of their audience and purpose for expression.

Organization and time management are important skills for students to develop to complete this course successfully. Students need instruction and guidance in maintaining an organized, up-to-date notebook, and a daily planner for recording homework and deadlines for assignments. When writing projects are assigned, students need assistance in planning and accomplishing the various stages of work to be completed. Students may use portfolios including finished pieces and a Record of Learning to document their growth.

Assessment and Evaluation

The nature of this course requires a full repertoire of assessment methods used at all stages of course delivery. Diagnostic assessments such as attitude and interest surveys, Cloze passages, spelling analysis, and written pieces are key tools for setting instructional direction both for individual students and the whole class. Formative assessment techniques such as staging and checking sub-tasks of assignments, checklists, rubrics, sample matching with exemplars, conferencing, and peer editing place an emphasis on the development of component reading and writing skills, the creation of quality work, and self-knowledge of strengths and needs. Summative assessment methods will help to measure students' achievement against the course expectations, and include paper and pencil tasks, performance tasks, and personal communication. Paper and pencil methods include such strategies as sight passages with multiple choice and constructed responses, Portfolios of Written Responses, vocabulary quizzes, tests, and examinations. Performance methods include products such as brochures and directories, projects such as handbooks and research reports, portfolios, personal narratives, poetry, and essays. Personal communication methods include instructional questions and answers, interviews, conferences, journals, and classroom discussion. All assessment and evaluation activities and tools should be outlined clearly on paper for students including checklists, marking schemes, rubrics, and anecdotal comments. Where appropriate, teachers and students co-design assessment tools to clarify expectations and enhance student learning, participation, and responsibility.

Assessment must be ongoing, and students must be given feedback and opportunities to improve. The purpose of assessment is improved student learning; the purpose of evaluation is to provide clear communication to students and parents about achievement of the expectations and student growth. Teachers provide students with the opportunities to use both self- and peer assessment to enhance learning.

The Ministry policy on assessment and evaluation requires that 70% of the final mark be based on term work, and 30% on a final evaluation which may take a variety of forms. The student's final percentage grade is based solely on achievement of the expectations to the level indicated in the categories of the Achievement Chart contained in *The Ontario Curriculum, Grades 11 and 12, English* curriculum document. Learning skills, punctuality, and attendance are reporting variables recorded separately on the Provincial Report Card. The Learning Skills include: independent study, teamwork, organization, work habits, homework, and initiative. The development and practice of these skills will be encouraged throughout the course.

Accommodations

Students in this course will have very individual literacy profiles and learning needs that or may not be indicated by an Individual Education Plan. Teachers provide students with opportunities to be successful in building reading and writing skills by clearly structuring classroom time. A daily agenda on the board and a month-at-a-glance schedule are helpful organizing tools. Teachers remind students at the beginning of each week of significant dates and activities, and provide time near the conclusion of each class for students to record homework and assignments in a student agenda. A variety of activities within each class period help students to be involved and attentive. Staging work so that a large assignment is broken down into smaller component steps, with direct, focused instruction on required sub-skills, assists students to manage their time and to complete work. Teacher modelling and use of exemplars give students a good picture of what is required for a reading response or a written assignment. Students may also be accommodated with flexible timelines (within reasonable parameters), and extra time in test situations. These accommodations and others, which do not markedly vary the course expectations, but which create circumstances for students to produce their best possible work, are appropriate for all students in the course who may need them, whether or not they have an IEP.

Resources

Note: It is likely that the variety of students in this course will require diverse reading materials and writing activities. The resources listed here draw heavily on published anthologies and teacher guides for Grade 10 which have been deemed appropriate for the Ontario Curriculum, and which contain selections that are likely to be at a suitable readability level for many of the students. The reading level and writing abilities of the students in this course are the major criteria for choosing reading materials and appropriate writing activities. Teachers should choose from what is available and consistent with student capabilities.

Literature

Andersen, Neil, et al. *Literature & Media 10*. Scarborough: Nelson Thomson Learning, 2000. ISBN 0-17-618719-7

Barclay, Susanne and Diane Patterson. *Galaxies II*. Toronto: Addison-Wesley, 1991. ISBN 0-201-50438-3

Barry, James. *Departures*. Scarborough: Nelson Canada, 1991. ISBN0-17-603717-9

Barry, James. *Themes On The Journey*. Scarborough: Nelson Canada, 1989. ISBN 0-17-603089-1

Canfield, Jack, Mark Victor Hansen, and Kimberly Kirberger. *Chicken Soup for the Teenage Soul*. Deerfield, Florida: Health Communications Inc., 1997. ISBN 1-55874-468-1

Covey, Sean. *The 7 Habits of Highly Effective Teens*. New York: Fireside (division of Simon and Schuster), 1998. ISBN 0-684-85609-3

Crane, Mary, Barbara Fullerton, and Amanda Joseph. *SightLines 10*. Scarborough: Prentice Hall, 2000. ISBN 0-13-082171-3

Davies, Richard, Glen Kirkland, and Jeff Siamon. *Crossroads 10*. Toronto: Gage Publishing, 2000. ISBN 0-7715-1332-1

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough: Prentice Hall, 1999. ISBN 0-13-012922-4.

Duncan, Barry, Sue Harper, Douglas Hilker, and Andrea Mozarowski. *Transformations*. Toronto: Harcourt Brace & Company Canada, 1996. ISBN 0-7747-0168-4

Hilker, Douglas and Sue Harper. *Elements of English 10*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-0594-9

Kirkland, Glen and Richard Davies. *Dimensions II*. Toronto: Gage, 1996. ISBN 0-7715-6856-8

Wowk, Jerry and Carol Mayne. *Travel and Tourism*. (Senior Issues Collection) Toronto: McGraw-Hill Ryerson Ltd., 1995. ISBN 0-07-551704-3

Reading

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing For Success*. Toronto: Harcourt Canada Ltd., 1998. ISBN 0-7747-0197-8

Atwell, Nancie. *In the Middle: New Understandings About Writing, Reading, and Learning*. Portsmouth, NH: Heinemann, 1998. ISBN0-7725-2682-6

Beers, Kylene. *Into Focus: Understanding and Creating Middle School Readers*. Norwood MA: Christopher-Gordon Publishers, 1996. ISBN 0-9268-4264-1

Fountas, Irene C. and Gay Su Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996. ISBN 0-4350-8863-7

Jamestown Comprehension Skills Series with Writing Activities: Introductory, Middle, Advanced. Third Edition. Lincolnwood, Ill: NTC/Contemporary Publishing, 2000. ISBN 0-8092-0154-2

Jamestown's Signature Reading Series. Lincolnwood, Ill: NTC/Contemporary Publishing, 2000. ISBN 0-8092-0304-9E

Keene, Ellin Oliver and Susan Zimmerman. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann, 1997. ISBN 0-4350-7237-4

Kirn, Elaine and Pamela Hartmann. *Interactions 1: A Reading Skills Book*. McGraw-Hill, 1996. ISBN 0-07-114370-X

Kropp, Paul. *The Reading Solution*. Toronto: Random House, 1993. ISBN 0-394-22266-0

Leonhardt, Mary. *Parents Who Love Reading, Kids Who Don't*. New York: Crown Trade Paperbacks, 1995. ISBN 0-517-88222-1

Literacy Skills Test Preparation Workbook: A Preparation Guide for the Grade 10 Test of Reading and Writing Skills. Toronto: Harcourt Canada, 2000. ISBN 0-03-998819-8

Purves, Alan and Joseph Quattrini. *Creating the Literature Portfolio*. Lincolnwood, IL: NTC Publishing Group, 1997. ISBN 0-8442-5950-0

Smith, Nia Banton. *Be A Better Reader Level A, C*. New Jersey: Globe Fearon Educational Publisher, 1997. ISBN 0-8359-1916-1; 0-8359-1922-6

Writing

Aker, Don and David Hodgkinson. *Language and Writing 10*. Toronto: Nelson Thomson Publishing, 2000. ISBN 0-17-618720-0

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing For Success*. Toronto: Harcourt Canada Ltd., 1998. ISBN 0-7747-0197-8

Atwell, Nancie. *In the Middle: New Understandings About Writing, Reading, and Learning*. Portsmouth, NH: Heinemann, 1998. ISBN 0-7725-2682-6

Graves, Donald. *How to Catch a Shark and Other Stories about Teaching and Learning*. Portsmouth, NH: Heinemann, 1998. ISBN 0-325-00027-1

Literacy Skills Test Preparation Workbook: A Preparation Guide for the Grade 10 Test of Reading and Writing Skills. Toronto: Harcourt Canada, 2000. ISBN 0-03-998819-8

Parsons, L. *Response Journals*. Markham: Pembroke, 1990. ISBN 0-921217-14-2

Sebranek, Patrick, Dave Kemper, and Verne Meyer. *Write Source 2000*. Scarborough: Nelson Canada, 1999. ISBN 0-17-618700-6

Smith, Peter. *Harcourt Writer's Handbook*. Toronto: Harcourt Canada Ltd., 1999. ISBN 0-03-922309-4

Language

George, Gerry. *Good Grief! Good Grammar*. Markham: Pembroke Publishers, 1994. ISBN 1-55138-020-X

Phenix, Jo and Irene Scott Dunne. *Spelling Instruction That Makes Sense*. Markham: Pembroke Publishers, 1991. ISBN 0-921217-68-4

Phenix, Jo. *The Spelling Teacher's Book of Lists*. Markham: Pembroke Publishers Limited, 1996. ISBN 1-55138-066-8

Sunega, Thom. *Know More English Second Edition*. Scarborough: Prentice-Hall Canada, 1994. ISBN 0-13-102757-3

Media

Block, Francesca Lia and Hillary Carlip. *Zine Scene: Do It Yourself Guide to Zines*. Girl Press, 1998. ISBN 0-96-597543-6

Carpenter, Donna, Bill Smart, and Chris M. Worsnop. *Media Images and Issues*. Toronto: Addison-Wesley, 1989. ISBN 0-201-19207-1

Duncan, Barry. *Mass Media and Popular Culture.Version 2*. Toronto: Harcourt Brace, 1996. ISBN 7747-0170-6

Kalmar, Veronika. *Start Your Own Zine*. Little Brown & Company (Canada), 1997. ISBN 0-78-688217-4

Group Work

Bellanca, J. and R. Fogarty. *Blueprints for Thinking in the Co-operative Classroom*. Palatine, IL: Skylight Publishing, Inc., 1990. ISBN 0-932935-30-3

Clarke, J., R. Wideman, and S. Eadie. *Together We Learn: Co-operative Small Group Learning*. Scarborough: Prentice-Hall Canada Inc., 1989. ISBN 0-13-924556-1

Costello, Catherine, Ted Palmer, and Mary Lou Smitheram. *Contacts: Teaching Literacy and Communication Across the Curriculum*. Toronto: OSSTF Resource Books, 1997. ISBN 0-920930-84-0

Learning Styles

Lazare, Gerald, Sherry Nicholls, and Jack Shallhorn. *Mindscapes: Using Multiple Intelligences in the Classroom*. Toronto: OSSTF Resource Books, 1997. ISBN 0-920930-86-7

Goleman, David. *Emotional Intelligence: Why It Can Matter More Than IQ*. New York: Bantam, 1995. ISBN 0-553-09503-X

Assessment

Andersen, Neil, et al. *Literature and Media 10: Teacher's Guide*. Toronto: Nelson Thomson Learning, 2000. ISBN 0-17-618722-7

Aker, Don and David Hodgkinson. *Language and Writing 10: Teacher's Guide*. Toronto: Nelson Thomson Learning, 2000. ISBN 0-17-618721-9

Crane, Mary, Barbara Fullerton, and Amanda Joseph. *SightLines 10 Teacher's Guide*. Toronto: Prentice Hall, 2000. ISBN 0-13-028778-4

Harper, Mark, Ken O'Connor, and Marilyn Simpson. *Quality Assessment: Fitting the Pieces Together*. Toronto: OSSTF Resource Books, 1999. ISBN 0-920930-47-6

Hilker, Douglas and Sue Harper. *Elements of English 10: Teacher's Guide*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-1462-X

Hunter, Judith, et al. *Crossroads 10: Teacher's Guide*. Toronto: Gage, 2000. ISBN 0-7715-1333-X

O'Connor, Ken. *How to Grade For Learning*. Arlington Heights, IL: Skylight Training and Publishing Inc., 1999. ISBN 1-57517-123-6

Stiggins, Richard J. *Student-Centered Classroom Assessment Second Edition*. Toronto: Prentice-Hall Canada, 1997. ISBN 0-13-432931-7

Teacher Resources

Costello, Catherine, Ted Palmer, and Mary Lou Smitheram. *Contacts: Teaching Literacy and Communication Across the Curriculum*. Toronto: OSSTF Resource Books, 1997. ISBN 0-920930-84-0

Fogarty, Robyn. *How to Integrate the Curricula*. Palatine, IL: Skylight Publishing, Inc., 1991. ISBN 0-932935-51-1

Koechlin, C. and S. Zwaan. *Information Power Pack-Intermediate*. Markham: Pembroke Publishers, 1997. ISBN 1-55138-0862

Koechlin, C. and S. Zwaan. *Teaching Tools for the Information Age*. Markham: Pembroke Publishers, 1997. ISBN 1-55138-084-6

Websites

Education Quality and Accountability Office – http://www.eqao.com/eqao/home_page/secondary/4C1e.html

Outta Ray's Head – a Compendium of Literature Lessons – http://www3.sympatico.ca/ray.saitz/index.htm

Poetry – A Click and Drag Diversion – http://prominence.com/java/poetry/

Purdue University's Online Writing Lab – http://owl.english.purdue.edu

Literacy Exercises On-line – http://collections.ic.qc.ca/literacy/le/literacy.htm

TVOntario – http://www.tvo2.org/edulinks

Writers in Electronic Residence Program – http://www.edu.youku.ca/WIERhome/

Young People's Press – http://www.ypp.com.

Zine Information and Links – http://www.zinebook.com/

OSS Policy Applications

Ontario Ministry of Education and Training. *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools.* Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *Media Literacy Resource Guide*. Toronto: Queen's Printer, 1989.

Ontario Ministry of Education. *Ontario Curriculum Unit Planner Version 2.0.* Toronto, 2000

Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 1-8: Language*. Toronto: Queen's Printer, 1997.

Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 9 and 10: English*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education. *The Ontario Curriculum Grades 11 and 12: English*. Toronto: Queen's Printer, 2000.

Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 9 to 12: English As a Second Language and English Literacy Development*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education and Training. *The Ontario Curriculum Grades 9 and 10: Guidance and Career Education*. Toronto: Queen's Printer, 1999.

Ontario Ministry of Education. *The Ontario Curriculum: Program Planning and Assessment*. Toronto: Queen's Printer, 2000.

Course Evaluation

At the end of the course, students must be given a formal opportunity to assess and evaluate the effectiveness of the course in meeting their needs as learners. Teachers are encouraged to assess the effectiveness of the units and activities in light of student achievement and student course evaluations, and to make appropriate adjustments to content, activities, teaching/learning strategies, accommodations, and assessment and evaluation techniques.

Coded Expectations, Literacy Skills: Reading and Writing, Grade 11, Open, ELS3O

Reading Skills

Overall Expectations

REV.01

· demonstrate an understanding of a variety of contemporary texts;

REV.02

· demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;

REV.03

· explain the use of specific elements of style in a variety of contemporary texts;

REV.04

· use a variety of strategies to understand words encountered in texts.

Specific Expectations

Understanding the Meaning of Texts

RE1.01

– read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge, and responding imaginatively (e.g., read a short story as a model for writing; read a magazine article on a topic of personal interest and report on the main ideas and details to a small group);

RE1.02

– use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points (e.g., skim texts to locate specific ideas; discuss the effectiveness of a reading strategy modelled by the teacher; assess the appropriateness of a reading strategy used during a guided reading session; compare reading strategies used by various students to read the same passage; identify their own strengths and weaknesses in reading and set goals for improvement);

RE1.03

– use knowledge of the organization of texts to locate relevant information (e.g., create chapter titles to identify plot details in a novel; use headings, table of contents, and the index to find specific information in a text; refer to illustrations and diagrams to clarify information; explain the role of the introduction, body, and conclusion of a short essay in communicating the main idea; use knowledge of the organizational pattern of a text, such as comparison and contrast or cause and effect, to locate answers to questions about the text);

RE1.04

– make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts (e.g., make judgements about a character's values based on implicit and explicit information in a short story; read a magazine article and discuss the perspective of the writer; chart explicit information about a character in a short story; state the main idea in an opinion piece and list supporting details; differentiate between fact and opinion in a magazine article);

RE1.05

– compare their own interpretations of texts with those of others (e.g., record responses to self selected materials and share them with others in a small group; chart and compare various responses to the actions of a character in a novel; discuss different interpretations of the same text and suggest possible reasons for the differences; compare their own preferences for authors, genres, and topics with those of peers; explain how personal values and perspectives influence responses to and interpretations of texts).

Understanding the Forms of Texts

RE2.01

– use knowledge of the elements of drama, with an emphasis on plot, character development, conflict, and dialogue, to understand and interpret plays;

RE2.02

– use knowledge of the elements of the short story, with an emphasis on events, character, setting, and theme, to understand and interpret short stories;

RE2.03

– use knowledge of the elements of the novel, with an emphasis on plot, character, setting, and theme, to understand and interpret novels;

RE2.04

– use knowledge of the elements of poetry, with an emphasis on form, rhyme, rhythm, and imagery, to understand and interpret poems;

RE2.05

– use knowledge of the elements of newspaper and magazine articles and opinion pieces, with an emphasis on headlines, leads, the Five W's (who, what, where, when, and why?), titles, subtitles, and accompanying photographs, to understand and interpret these texts.

Understanding the Elements of Style

RE3.01

– describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively (e.g., discuss how descriptive language helps create a mood in a short story or poem; explain how connecting words help clarify the sequence in a set of instructions; describe how precise technical words strengthen the message in an article about safety);

RE3.02

– explain how authors use simile, metaphor, personification, and foreshadowing to communicate thoughts, feelings, and information (e.g., explain the explicit comparison made in a simile and discuss how it adds to meaning; identify the implied comparison made in a metaphor and relate it to the theme of a poem; describe the use of literary devices such as hyperbole, personification, irony, and simile for impact or emphasis in texts).

Building Vocabulary

RE4.01

– preview vocabulary before reading (e.g., skim and scan texts to identify unfamiliar words and look them up in a dictionary or glossary);

RE4.02

– use word-identification strategies while reading (e.g., sound out unfamiliar words; scan texts for key words; read ahead in the passage to find or deduce the meaning of an unfamiliar word or phrase; use root words, prefixes, and suffixes to determine the meaning of specialized vocabulary);

RE4.03

– use context to determine the meaning of unfamiliar words (e.g., use the surrounding information and vocabulary in a sentence or paragraph to deduce or infer the meaning of abstract or specialized words; use accompanying illustrations, diagrams, and charts to determine the meaning of unfamiliar words and phrases in a textbook);

RE4.04

– use print and electronic dictionaries, thesauri, and reference texts to clarify the meaning and pronunciation of antonyms, synonyms, homophones, homonyms, specialized language, and commonly confused words.

Writing Skills

Overall Expectations

WRV.01

· investigate information and ideas for written work, using a variety of print and electronic sources;

WRV.02

· demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;

WRV.03

· organize information, ideas, and supporting details in written work;

WRV.04

· revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;

WRV.05

· edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01

– describe and use strategies to generate ideas and explore topics for writing (e.g., brainstorm approaches to a topic; use graphic organizers to connect and structure ideas; use charts and graphs as sources of information; identify key words to narrow a topic);

WR1.02

– make research plans based on information needs (e.g., identify possible sources of information on specific writing topics; set timelines to plan, research, draft, revise, and complete short research projects);

WR1.03

– locate and record information from a variety of print and electronic sources (e.g., use an electronic catalogue in the library or an Internet search engine to locate information from textbooks, encyclopedias, magazines, CD-ROMs, and websites; use highlighting, note making, paraphrasing, and summarizing to gather and record relevant information);

WR1.04

– assess information to determine its relevance, sufficiency, and accuracy (e.g., classify information by topic and subtopics; assess the accuracy of information by comparing it with information from another source).

Choosing the Form to Suit the Purpose and Audience

WR2.01

– demonstrate an understanding of form in written work, with an emphasis on narratives, summaries, reports, letters, and short essays (e.g., write frequently on self-selected and teacher-assigned literary and general-interest topics in a variety of forms);

WR2.02

– describe the form, purpose, and intended audience for each piece of writing;

WR2.03
– use the appropriate person and level of language for a specific form, purpose, and audience (e.g., use formal language in a short essay describing the theme of a novel studied; use the impersonal third person consistently in the summary of a report; use the first person in a friendly letter).

Organizing Ideas and Information in Written Work

WR3.01
– construct complete sentences to present information and ideas, using a variety of sentence types (e.g., compose a variety of simple, compound, and complex sentences on a topic; alter the word order in sentences for emphasis and variety);

WR3.02
– organize sentences about a topic into coherent and unified paragraphs (e.g., use a topic sentence to state the main idea of a paragraph; use relevant details to develop the main idea; use a specific pattern, such as logical, chronological, or climactic order, to organize information in a paragraph);

WR3.03
– organize paragraphs into coherent and unified narratives, reports, letters, and short essays (e.g., maintain a consistent point of view in a narrative; use transition words to link paragraphs in a letter; state the controlling idea in the opening paragraph of a short essay).

Revising Drafts

WR4.01
– revise drafts to strengthen the content (e.g., use feedback from a partner to identify incomplete ideas or lack of details; read passages aloud to identify unnecessary or incorrectly placed information);

WR4.02
– revise the organization of drafts to improve clarity of thought and expression (e.g., use a highlighter to track the logical development of ideas; use a word-processing program to reorder sentences, paragraphs, or sections of a draft; combine simple sentences to show a clear relationship between ideas);

WR4.03
– revise drafts to improve coherence (e.g., signal transitions with appropriate transition words and phrases; check for consistency between the topic sentence and the concluding statement);

WR4.04
– revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience (e.g., maintain consistent use of the impersonal third person in the summary of a report; check the use of the first person in a friendly letter; review the use of formal language in a short essay describing the theme of a novel studied);

WR4.05
– use print and electronic dictionaries, thesauri, and reference texts to select precise and appropriate vocabulary and find alternative phrasings for awkward constructions (e.g., select and use specialized vocabulary to clarify technical information and complex concepts).

Editing, Proofreading, and Publishing

WR5.01
– incorporate information from research into written work by using quotation marks and consistent documentation;

WR5.02
– describe and use strategies to edit, proofread, and correct written work (e.g., use peer feedback to identify errors in sentence structure and grammar; use spell checkers to flag possible spelling errors; replace incorrectly used homophones and homonyms);

WR5.03

– identify and use appropriate and effective techniques and formats to publish written work (e.g., word-process the final copy of a short story; edit and format a class anthology of effective student writing; add diagrams or charts to a report for a bulletin-board display);

WR5.04

– edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

- Grammar and Usage: identify the rules of subject-verb and pronoun agreement and apply them correctly;
- Grammar and Usage: identify and use correctly the principal parts of irregular verbs;
- Spelling: identify and apply a wide variety of spelling patterns, rules, and strategies to recognize and correct spelling errors (e.g., use knowledge of word patterns, word families, root words, prefixes, suffixes, and syllabication to check spelling; use a variety of spelling references, such as dictionaries and spell checkers, to flag possible errors);
- Spelling: spell correctly specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns (e.g., check a dictionary for the correct spelling of abbreviations and technical terms);
- Punctuation: identify the use of effective punctuation when reading and use punctuation correctly when writing.

Unit 1: Where am I?

Time: 15 hours
Unit Developer: Cathy Costello
Development Date: July 2000

Unit Description

Students develop an understanding of their current skills and strategies in reading and writing through a series of diagnostic exercises such as interest and attitude surveys, Cloze passages, spelling analysis, an individual oral reading survey, a writing piece, and self-reflection on past performances in various subject areas. As an option, reading and discussion exercises such as *True Colours*© and approaches to multiple intelligences may be used to assist students in identifying their strengths, interests, and needs. Based on the results of individual diagnostic assessments, and opportunities for reflective self-assessment through a written Record of Learning and a Portfolio of Written Responses, students set personal learning goals to improve their reading and writing skills. In a broader sense, through the experience of writing a personal mission statement, learners are guided to recognize the importance of assessing and communicating information accurately and effectively in the world beyond school. The emphasis is on before, during, and after reading strategies, and students practise them with subject specific textbooks and a variety of contemporary fiction, non-fiction, and poetry pieces relevant to their experience.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills
Overall Expectations: REV.01, REV.04, WRV.02, WRV.03.
Specific Expectations: RE1.01, RE1.02, RE1.03, RE1.05, RE3.01, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.04, WR2.02, WR3.01, WR4.05, WR5.02, WR5.04.

Activity Titles (Time + Sequence)

Activity 1	Finding Your Strengths (and Course and Unit Overview)	375 minutes
Activity 2	Exploring Your Dreams	225 minutes
Activity 3	Setting Your Goals	300 minutes

Unit Planning Notes

- In this introductory unit, the teacher establishes classroom routines and principles of classroom management.
- The teacher researches a variety of poems and short fiction and non-fiction pieces on the topic of the legacy of family, dreams, and goal setting. Some resources are listed for this purpose.
  Note: Sensitivity is required regarding the concept of family.
- The teacher employs a variety of diagnostic tools throughout this unit to determine students' strengths and needs. Some samples are included as appendices to this unit.

Prior Knowledge Required

- Students should be familiar with the a Portfolio of Written Responses and the Record of Learning as ways of reflecting on and tracking their own learning.
- Students should be aware of their personal academic records so that they can be used as a tool for goal setting.

Teaching/Learning Strategies

In this unit, students evaluate their strengths and weaknesses in reading and writing skills through a variety of diagnostic instruments. At the same time, to promote reflection and goal-setting, the teacher introduces a variety of poems, short fiction, and non-fiction pieces to stimulate students' memories and knowledge of their own strengths, both inherited and acquired/developed. Teachers' strategies and activities should show sensitivity to the life circumstances, abilities, and academic backgrounds of students in this course. Teachers must accommodate various learning styles and use a variety of approaches including:

- whole class discussion and instruction;
- direct instruction, including teacher read aloud;
- partner learning;
- cooperative group structures, including shared/choral reading experiences, and brainstorming;
- self-directed, individual learning, including sustained silent reading and Records of Learning and Portfolios of Written Responses to track their own learning and reflect on their own learning experiences.

Assessment and Evaluation

- Diagnostic assessment tools are the focus of this unit: interest and attitude surveys, a diagnostic writing task, a Cloze passage, an individual oral reading survey, and spelling analysis
- Record of Learning and Portfolio of Written Responses and other written records provide formative assessment as students reflect on their own experiences and learning.
- Students will use the results of the diagnostic tasks to set personal learning goals, for a summative assessment piece.
- Accommodations during diagnostic assessments are necessary to ensure that the assessment accurately measures student learning. Such accommodations are appropriate for exceptional students and those for whom English is a second language. Assessment tools and strategies should reflect a sensitivity to the cultural diversity within the English classroom.

Resources

Andersen, Neil, et al. *Literature & Media 10*. Scarborough: Nelson Thomson Learning, 2000. ISBN 0-17-618719-7

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing For Success*. Toronto: Harcourt Canada Ltd., 1998. ISBN 0-7747-0197-8

Atwell, Nancie. *In the Middle: New Understandings About Writing, Reading, and Learning*. Portsmouth, NH: Heinemann, 1998. ISBN0-7725-2682-6

Barry, James. *Departures*. Scarborough: Nelson Canada, 1991. ISBN 0-17-603717-9

Barry, James. *Themes On The Journey*. Scarborough: Nelson Canada, 1989. ISBN 0-17-603089-1

Canfield, Jack, Mark Victor Hansen, and Kimberly Kirberger. *Chicken Soup for the Teenage Soul*. Deerfield, Florida: Health Communications Inc., 1997. ISBN 1-55874-468-1

Canfield, Jack, Mark Victor Hansen, and Kimberly Kirberger. *Chicken Soup for the Teenage Soul Journal*. Deerfield Beach, Florida: Health Communications Inc., 1998. ISBN 1-55874-637-4

Covey, Sean. *The 7 Habits of Highly Effective Teens*. New York: Fireside (division of Simon and Schuster), 1998. ISBN 0-684-85609-3

Davies, Richard, Glen Kirkland, and Jeff Siamon. *Crossroads 10*. Toronto: Gage Publishing, 2000. ISBN 0-7715-1332-1

Duncan, Barry, Sue Harper, Douglas Hilker, and Andrea Mozarowski. *Transformations*. Toronto: Harcourt Brace & Company Canada, 1996. ISBN 0-7747-0168-4

Hilker, Douglas and Sue Harper. *Elements of English 10*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-0594-9

Kirkland, Glen and Richard Davies. *Dimensions*. Toronto: Gage, 1986. ISBN 7-71-56854-1

Lazare, Gerald, Sherry Nicholls, and Jack Shallhorn. *Mindscapes: Teaching for Multiple Intelligences*. Toronto: OSSTF, 1997. ISBN 0-920930-86-7

Activity 1: Finding Your Strengths (and Course and Unit Overviews)

Time: 375 minutes

Description

This first activity enables students to develop a picture of their own and others' strengths especially in writing, but also in other areas of their lives. Ice-breaker strategies allow students to meet and to appreciate each other's strengths, while literature pieces are designed to provide inspiration for student writing and reflection on their own interests and attitudes. The students also analyse their attitudes towards reading, and learn some skills for navigating textbooks in other subject areas. Following the "bragging" exercise, the teacher shares a course overview, paying particular attention to an outline of the activities planned for Unit 1.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work.

Specific Expectations

RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points;
RE1.03 - use knowledge of the organization of texts to locate relevant information;
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts;
RE1.05 - compare their own interpretations of texts with those of others;
RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing;
WR2.03 - use the appropriate person and level of language for a specific form, purpose, and audience;
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types;
WR3.02 - organize sentences about a topic into coherent and unified paragraphs;
WR3.03 - organize paragraphs into coherent and unified narratives, reports, letters, and short essays;
WR5.02 - describe and use strategies to edit, proofread, and correct written work.

Planning Notes

- The teacher explains to students the purpose of a Record of Learning and the basic setup required, e.g., date, brief summary of classroom activity, and student reflection on what he/she has learned about personal learning style or about the particular topic.
- For Parts C to E, students must bring at least one textbook from another subject area to class.
- For Part E, students may bring a photograph (preferably an old one) from home.
- The teacher prepares copies of a handout on multiple intelligences (based on Lazare, 30-32).
- The teacher prepares copies of the Interest Survey and the Attitudes to Reading Survey (see appendices).

Prior Knowledge Required

- The students will be familiar with partner activities and cooperative learning models.
- The students will be familiar with some elements of textbook structure.

Teaching/Learning Strategies

Part A: My Talents and Abilities

1. To allow students to become acquainted with each other, the teacher will engage them in an introductory "think/pair/share" ice-breaker activity called The Bragging Exercise. Students think about the things that they do very well and things they enjoy doing. Why do they do them well? How long have they done these things? Why do they enjoy doing them?
   Note: the teacher may feel a need to set limits for this bragging exercise, i.e., things which are appropriate for sharing in the classroom context.
2. Students will share their thoughts about what they do well with a partner, and find out what that person does well. They must remember, that they may only say what they do well. They must brag, even if it is a little uncomfortable. Also, in introducing this exercise, the teacher reminds students to keep some details about their partner in mind so that they can introduce him/her to the class.
3. Students introduce their partners and explain what he/she does well. The teacher brings closure to this exercise by asking students what helped them to become very good at the various activities. The teacher may be able to reinforce the importance of reading and writing, or communications skills here.
4. Course and Unit Overview – the teacher distributes the course overview and takes some time to read and explain the purposes and units of the course to the students. Then the teacher spends additional time outlining the three main activities of Unit 1 – Finding Your Strengths, Exploring Your Dreams, and Setting Your Goals.
5. Multiple Intelligences: The teacher asks students what they think the word "intelligence" means, or what is involved in being "intelligent". Then the teacher reads and discusses with the class a handout on multiple intelligences – the seven ways in which people may show that they have special talent or ability (Lazare, 30-32). Note: The teacher should adjust the level of language in this material to make it accessible to the students. The teacher leads some general class discussion about theories of intelligence, IQ, EQ, and how such theories are changing our understanding of "intelligence." We may not all be intelligent in the same way. Each of us has special abilities and a preferred way to learn.
6. Students work in groups of three to five to re-read items on the handout and to share what they think their particular intelligence(s) might be. They are encouraged to think back to the bragging exercise for evidence to support their conclusions.

7. The teacher reads a poem such as “Gurl” by Mary Blalock (Andersen, 238-239), then engages students in a shared reading of the poem, designating each of the groups, which have just worked together to read different stanzas aloud. The teacher invites each group to consider its stanza and the dominant idea and feeling expressed there. Each group reports, and the teacher helps the class to summarize, by asking them to choose one adjective to describe the “voice” of the poem (confident). The teacher asks the students to consider how the poem fits with the other exercises they have done in this class. The poem is about a girl feeling confident enough to strut her stuff and go to the top or walk around the world. She knows what she’s got – her own strengths and talents.
8. The students write a Record of Learning on what they have discovered about their strengths, and the particular intelligences that they manifest. They comment on their own sense of confidence.

Part B: What’s Important to Me?

1. The teacher asks the students to do another think/pair/share on the topic, Something Important in My Life.
2. The teacher tells students to think of an object they have had for some time – an artifact, or something from the past – that is important to them. When did they get it? How did they acquire it? What have they done with it? Why is it important to them?
3. Students share thoughts about this object with another person in the class (different from the partner for the bragging exercise), and ask him/her to share thoughts about an important object.
4. Optional (if time allows): Students introduce their partner to the rest of the class, explaining a little bit of what they have discovered about this person through the object that is important to him/her. The teacher brings closure to this activity by inviting students to consider the range and diversity of important objects (perhaps they could be listed on the board), and asking them to determine how each person’s object relates to the “intelligence” he/she exhibits.
5. As students follow the text, the teacher reads aloud a personal anecdote such as “The Game of Our Lives” by Peter Gzowski (Kirkland) or “Shinny Game Melted the Ice” by Richard Wagamese (Andersen, 81-83) as an example of a person recalling and identifying a key important experience in his life. Following the reading, the teacher leads a whole class discussion about why the author chose that topic, and what effect hockey had on his life. By giving a title to each paragraph in the Gzowski piece, students will see how the author moves from his own particular experience of hockey to a more general view which sees hockey as being important to all Canadian males. By examining the title and the conclusion of the Wagamese piece, students determine the larger lesson that he took from his game of “shinny” with his brother.
6. The teacher asks students to engage in a diagnostic writing activity. Students write a piece about one event or experience, one person, and one book that have been important to them and have made a difference in their lives. The prompt for this writing piece is simply to do about one page of “best writing” in sentences and paragraphs. Because this piece will be assessed by the teacher to determine writing strengths and needs both of individuals and the class, no further criteria should be supplied. Before writing, students may brainstorm ideas for this piece with one of their partners from the previous think, pair, share exercises. Prior to submitting this piece of writing which will be done entirely in the classroom, students will have a brief opportunity to proofread their own work to make corrections with the use of a dictionary, if they wish.

Part C: My Interests

1. The teacher distributes copies of the poem "Please Hear What I'm Not Saying" (uncopyrighted, author unknown, as found in Chicken Soup for the Teenage Soul, 187-188), reads it aloud to students, and then leads a whole class discussion on why people wear masks, and what they might be hiding behind those masks – both positives and negatives. The teacher asks students to consider how we can help others to be truly genuine and spontaneous, as described in the poem, and summarizes this information on the blackboard. One way we can help is to truly get to know the hobbies and interests of another person. An optional "multiple intelligences" activity at this point would be to allow students the opportunity to create a personal mask. A simple method would be to use cardboard plates, and use collage technique with pictures from magazines, markers, feathers, sequins, etc.
2. The teacher distributes an Interest Survey (see appendices to this unit for a sample Interest Survey) and asks students to complete it. From this survey the teacher can discover reading and writing topics students may be willing to explore, and some student strengths in terms of personal prior knowledge. Additionally, students complete an information sheet about other subject areas on their timetable, and the reading and writing requirements of each, as well as their own perceived strengths and needs in those subject areas in terms of reading and writing skills.
3. Reading Textbooks #1: How to find information. The teacher surveys students to discover which textbooks from other subject areas have been brought to class. Students with the same textbooks (e.g., for Science or Geography) can be grouped. The teacher asks students to examine their textbooks to determine what features allow them to find information quickly and easily and how these features help. Items to discuss are the table of contents, the index, framing or boxing of information, italics, and boldface. During whole class discussion, the teacher summarizes some of these special features and how they assist students, e.g., definitions often appear in italics or boldface. Students may record these devices and their purposes in a simple chart-style note.
4. Groups then examine different chapters in the textbook to analyse and outline the typical, repeated chapter format and structure. Each group shares what they have discovered about the particular textbook they examined. The teacher summarizes by pointing out that textbooks were designed to be predictable, and to make information easy to find so that learning difficult facts can be easier.
5. Record of Learning: Students make an entry about their prior knowledge of reading skills that will help them to learn in each of their subject areas, and some of the things they know already about each subject area. They will also summarize some of the special features, which they learned for their own subject area textbooks.

Part D: My Attitudes

1. The teacher asks students what it means when you say that someone has "attitude" or "an attitude problem"? Then the teacher shares "Can-Do" (Covey, pp. 63-65), or "Hey! You Can't Wear That in Here!!!" (Duncan, 102-105) or some similar piece about personal attitudes, asking students first to predict what the piece might be about, and then to read it silently to themselves. The teacher asks students to compare what they read with their predictions, and then to discuss the questions:
   - How do we develop our attitudes?
   - What effect do our attitudes have on ourselves and on others?
   - What is the importance of "attitude"?
2. The teacher asks students to think about themselves as readers and to complete the Attitudes to Reading Survey. (See sample in Unit Appendices.) This diagnostic activity will reveal to the teacher how students see themselves as readers, and may determine some interventions required.

3. Reading Textbooks #2: How is the reading of textbooks different from reading stories and poems? The teacher asks students to recall the short personal story which they read two lessons previous to this one (the Gzowski or Wagamese piece), and to compare it to their subject textbooks. The teacher makes a board note on these differences.
   - How do they typically read a story, novel, or poem, i.e., begin at the first sentence and read through to the last sentence?
   - How might they approach textbooks differently, for example to respond to chapter questions, i.e., skim and scan to find the specific information and then read closely and carefully? The teacher should point out that in a textbook (a) there are many signposts or entry points to the information, from sub-headings to boxed or italicized items, and (b) pictures and graphical information are almost always as important as the text or words, illustrating what has been described or adding information. To provide contrast, the teacher asks students how they feel about pictures in a story or novel, or accompanying a poem? (At this stage, they are an "add-on" and often we prefer to imagine the characters and details of setting. The topic of graphical text will be explored further in another lesson.)
   - The teacher may also ask, "What are some strategies which are helpful to readers if they are used consistently?" and gather perceptions and information from students, e.g., using the context or surrounding words and sentences to help with the meaning of unfamiliar words, sounding out new or difficult words, re-reading sentences or paragraphs to understand the meaning better. The teacher may also wish to point to things which can cause difficulty with reading, such as skipping words you don't know (and thereby missing meaning), and relying on one reading and your memory to recall details or determine the meaning of sentences or paragraphs.
4. Record of Learning: Students write an entry listing some of their own reading habits and skills and identifying two of their needs as readers, e.g., "I need to re-read paragraphs in my Science textbook more often." Or, "I need to use the glossary in my Geography text to learn the meaning of some words." They also record the board note on how reading stories and poems is different from reading textbooks.

Part E: Is a picture worth a thousand words?

1. Students work with photographs from home, or from the teacher's picture file. In small groups, they determine all of the types of information which they can "read" from a picture, e.g., time, place, event, attitude of people, their situation in life, rich or poor, healthy or sick? The teacher may also encourage students to examine some of the diversity of the style of pictures, from formal studio portraits to casual unposed shots, which capture the moment, and to determine how their perceptions of the people and situations are affected by the style of photograph. This is also a good opportunity for students to examine the biases they may feel towards the subjects of the photograph, again depending on the style and situation. For example, if students look at a photograph taken in the early twentieth century, or at a posed studio portrait, they may be likely to think that the people are serious and without a sense of humour because they are not smiling. On the other hand, the photographer may have "framed" or set up the photograph to elicit a certain reaction from the audience.
2. Reading Textbooks #3: Reading pictures and graphics and how they relate to the text (words). The teacher asks students to work in pairs (or heterogeneous groups of three including a stronger reader and an ESL student) to look through subject textbooks and list all of the different types of graphics and pictures which they find, e.g., charts, graphs, labeled diagrams, photographs, maps. The teacher asks each pair of students to choose one graphic or photograph, to look carefully at it, and then to read the surrounding text or words, considering these two questions:
   - How is the graphic the same as, or different from the text?
   - How does the graphic add or contribute to their understanding of the words or text?

3. Providing a picture of class writing strengths and needs: The teacher shares with students first a list of whole class strengths, and then a list of common needs as revealed through the diagnostic writing activity. The teacher invites the whole class to participate in setting goals around the needs, and indicates a course of action such as mini-lessons, and a framework for routines such as peer editing.
4. Individual Strengths and Needs in Writing: Students reflect on their own strengths and needs both as identified in the writing piece, and from their personal knowledge of their own writing in their Record of Learning.

Assessment/Evaluation Techniques

Diagnostic

- interest survey – what the student will read or write, and the student's prior knowledge
- diagnostic writing piece – student's strengths and needs
- attitudes to reading survey – how the student views him/herself as a reader.

Formative

- Record of Learning entries on personal strengths and abilities, prior knowledge in subject areas, and reading skills with textbooks
- Writing Strengths and Needs sheet

Resources

Andersen, Neil, et al. *Literature & Media 10*. Scarborough: Nelson Thomson Learning, 2000. ISBN 0-17-618719-7

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing For Success*. Toronto: Harcourt Canada Ltd., 1998. ISBN 0-7747-0197-8

Atwell, Nancie. *In the Middle: New Understandings About Writing, Reading, and Learning*. Portsmouth, NH: Heinemann, 1998. ISBN0-7725-2682-6

Canfield, Jack, Mark Victor Hansen, and Kimberly Kirberger. *Chicken Soup for the Teenage Soul*. Deerfield, Florida: Health Communications Inc., 1997. ISBN 1-55874-468-1

Covey, Sean. *The 7 Habits of Highly Effective Teens*. New York: Fireside (division of Simon and Schuster), 1998. ISBN 0-684-85609-3

Duncan, Barry, Sue Harper, Douglas Hilker, and Andrea Mozarowski. *Transformations*. Toronto: Harcourt Brace & Company Canada, 1996. ISBN 0-7747-0168-4

Kirkland, Glen and Richard Davies. *Dimensions*. Toronto: Gage, 1986. ISBN 7-71-56854-1

Lazare, Gerald, Sherry Nicholls, and Jack Shallhorn. *Mindscapes: Teaching for Multiple Intelligences*. Toronto: OSSTF, 1997. ISBN 0-920930-86-7

Accommodations

- Extra time may be allowed for students to complete the surveys and the diagnostic writing piece.
- Teacher and students can brainstorm words that may be difficult to spell, listing them on a board or on chart paper to assist students as they write their Record of Learning entries.
- Peer tutors or mentors could assist ESL or learning disabled students with reading selections and Record of Learning entries. Students might also use taped readings as an aid.
- Create cooperative groups that are heterogeneous, including a strong reader, a medium reader, and an ESL student.
- Place ESL students with stronger readers in groups of three rather than in pairs.

Activity 2: Exploring Your Dreams

Time: 225 minutes

Description

In this activity, students read poems and short fiction and non-fiction, both to imagine what may seem out of reach, and to get some focus on the possible in preparation for goal setting. Students are also encouraged to examine the strengths and skills that they may have inherited, or acquired through their association with parents, guardians, or other relatives. Through these subtasks, students continue to explore their reading and writing strengths and needs. They will also continue to learn reading strategies through the literature pieces provided and use of their textbooks.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work.

Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge, and responding imaginatively
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points;
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts;
RE1.05 - compare their own interpretations of texts with those of others;
RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively;
WR2.03 - use the appropriate person and level of language for a specific form, purpose, and audience;
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types;
WR3.02 - organize sentences about a topic into coherent and unified paragraphs;
WR5.02 - describe and use strategies to edit, proofread, and correct written work.

Planning Notes

- The teacher finds short fiction and non-fiction pieces and poems from current and available resources about conflict between parents/significant adults and children and pursuing your dreams. Selections are suggested in the Teaching/Learning activities.
- The teacher provides a suggested format and some sentence starters for the Portfolio of Written Responses.
- The teacher prepares a Cloze passage from a current, available, grade-level reading selection, preferably non-fiction with little subject-specific or specialized vocabulary.
- The teacher prepares copies of a simple chart handout for Before, During, and After reading strategies, and copies of the Attitudes to Writing Survey (see appendices).

Prior Knowledge Required

- Students have some familiarity with poetry and figurative language.
- Students have used graphic organizers and charts to record information.

Teaching/Learning Strategies

Part A: What Do I Take and What Do I Leave?

1. As a pre-reading exercise, the teacher asks students to use a T-chart to describe themselves and a significant adult in their lives. On one side they list adjectives that describe themselves under the title "I Am…" For example, "I am…smart, brave, impulsive, caring, sometimes lazy, energetic." On the other side, they list adjectives to describe a parent, guardian, close family member, or other significant adult. The teacher then asks:
    - What characteristics do you admire, or did you acquire or inherit from this significant adult?
    - What one characteristic or quality of this person would you "leave" or not wish to have?
    - Example of a T-chart:

I am…	My significant adult is
caring	strong

2. Teacher reads aloud "A Secret Lost in the Water" by Roch Carrier (Duncan, 32-34) or "First Day" by Edward P. Jones (Andersen, 58-62), or a story with a similar theme (What do we take and what do we leave behind from a significant adult in our lives?). Following the reading, students work in pairs to create a T-chart for the parent and child in the story similar to the one they did for themselves. Then the teacher leads whole class discussion on the questions:
    - How did the child feel about the parent? Why did the child feel that way?
    - What qualities/abilities of the parent did the child not recognize as valuable? Why?
3. Vocabulary in Context: The teacher asks students to find several words or expressions on the first two to three pages of the story which they find confusing, or which they do not know. The teacher asks students how they might discover the meaning or come to an understanding of these words or expressions, and then provides some direct instruction on determining the meaning of words or phrases in context.
4. Students write a Portfolio of Written Responses entry retelling the most significant moment of the story for them, and explaining how they relate to the narrator's feelings for his/her parent by referring to their own parent or significant adult.

Part B: Dreams Are Important

1. As a pre-reading activity, the teacher asks students to imagine that they could do anything or go anywhere, and then to list three to five things which they dream of doing. The teacher then asks how students would feel if they could fulfill those dreams, and how they might feel if they never accomplished some or all of them.
2. The teacher puts students into a co-operative group structure, designating one student in each group to read aloud the poems "Dreams" and "Dream Deferred" by Langston Hughes (many sources, including Barry, Departures and Themes on the Journey). The teacher distributes a work sheet with a chart where students can identify the images/metaphors in the poems and suggest their effects. The teacher also clarifies at this point the concepts of imagery and metaphor. In their groups, students discuss the images, their meanings and effects, and then report back to the whole class.

3. The teacher leads a summary discussion on the importance of dreams:
   - What do they add to life? How do the two poems help you to understand what dreams add?
   - What individuals do you know who have accomplished a dream? How did these individuals feel when they accomplished them?
   - How do the poems help us to understand what life would be like without dreams?
4. Students write a response for their Portfolio of Written Responses identifying what they found to be the most effective image from the two poems and commenting on how that image spoke to them about the importance of dreams. They may also wish to write about the one dream which they are determined to accomplish, and how their lives might be different if they do accomplish that dream, or if they do not accomplish it.
5. Reading Textbooks #4: Before, During, and After strategies. The teacher distributes a summary chart to students, and through whole class discussion and use of the board or an overhead, assists them in creating a summary of techniques and strategies they have used for reading over the past seven classes. Students complete their own chart and include it in their Record of Learning. Example:

Before Reading	**During Reading**	**After Reading**
• survey titles and subheadings • think of what I know about the topic • make predictions • formulate questions	• check unfamiliar vocabulary • re-read sentences I don't understand • infer meaning from clues	• think of my similar experiences • confirm predictions • make notes • use a graphic organizer

6. The teacher writes the question on the board, "Should you put limits on your dreams?" and asks students to respond. The teacher reads aloud the poems "Cooks Brook" by Al Pittman, and "I, Icarus" by Alden Nowlan (available in Barry's *Departures* and *Themes On The Journey*, respectively, as well as other sources). The teacher leads students to a deeper understanding of these poems by giving one question per group to consider, and subsequently leading a whole class discussion. Assigning only one question per group allows the students to do intensive re-reading of the poem with a single purpose.
   - Group 1: Why are these poems a good matching pair to study?
   - Group 2: How are the experiences in the poems different?
   - Group 3: What is the role of dreams in each poem?
   - Group 4: Which experience is the better one? Why?
   - Group 5: Which experience is more real? Why?

   In the following discussion of responses, the teacher asks whether any students know the story of Icarus. The teacher briefly tells the story if no student volunteers, and asks students to re-consider their responses to the last two questions. The teacher invites the class to return to the initial question on the blackboard, "Should you put limits on your dreams?" and to respond with their opinions.

   Note: Different cultures may have different attitudes towards dreams and ambitions. The teacher should offer the possibility of exploring this avenue of discussion in various ways.
7. Students write a response in their Portfolio of Written Responses, detailing the limits they believe they may have to put on their own dreams, and thinking of ways they might overcome those limits. They share this entry with one or two other classmates to get suggestions on overcoming their limits, which they will then add to their entry.
8. The teacher distributes an Attitudes to Writing Survey for students to complete. (See appendices.) This survey will give the teacher insights into how students feel about their skills as a writer.

Part C: Following Your Dreams

1. The teacher asks students to work in partners to respond to the following questions:
    - What three things are you absolutely certain you would like to do or accomplish in your life?
    - What will you do to accomplish them?
    - How many years will it take to accomplish them?

    Students are invited to share their responses, and the teacher summarizes these on a board or overhead, clustering them under several categories, e.g., family, adventure, job, education, travel.
2. The teacher asks students to read silently "The Adventurous Life of John Goddard" (Davies, 179-182), or a similar piece. Their purpose for reading is to see how many things John had on his list, and whether he accomplished those items. After students have had a reasonable time to finish the profile, the teacher asks:
    - What do you think of the way John Goddard has lived his life?
    - Which things on his list would you consider adding to yours? Which would you exclude?
    - What surprised you the most about this story? What inspired you?
3. Students write a response in their Portfolio of Written Responses, making their own list of things that they would like to accomplish in their lifetime.
4. The teacher distributes a Cloze passage – about 250 words drawn preferably from a non-fiction piece with familiar, rather than highly specialized, vocabulary and a reasonable readability level (Grade 9 or 10 readability should be fairly challenging for struggling readers), and asks students to read and complete it as well as they can. (See the appendices for instructions on how to create and score the Cloze passage.) This diagnostic task alerts the teacher to difficulties which students may have with the semantic or syntactic cueing systems as they read. The teacher should administer an individual oral reading survey (miscue analysis or running record) to those students who do not test in the independent range in order to refine the diagnosis of reading needs.

Assessment/Evaluation Techniques

Diagnostic

- Attitudes to Writing Survey
- Cloze passage

Summative

- Portfolio of Written Responses entries can be recorded as complete or incomplete or one may be polished for a grade.
- The Record of Learning on Reading Strategies should be assessed for completeness and revised as necessary as this will be a key learning tool for students.

Resources

Andersen, Neil, et al. *Literature & Media 10*. Scarborough: Nelson Thomson Learning, 2000. ISBN 0-17-618719-7

Barry, James. *Departures*. Scarborough: Nelson Canada, 1991. ISBN0-17-603717-9

Barry, James. *Themes On The Journey*. Scarborough: Nelson Canada, 1989. ISBN 0-17-603089-1

Beers, Kylene. *Into Focus: Understanding and Creating Middle School Readers*. Norwood MA: Christopher-Gordon Publishers, 1996. ISBN 0-9268-4264-1

Davies, Richard, Glen Kirkland, and Jeff Siamon. *Crossroads 10*. Toronto: Gage Publishing, 2000. ISBN 0-7715-1332-1

Duncan, Barry, Sue Harper, Douglas Hilker, and Andrea Mozarowski. *Transformations*. Toronto: Harcourt Brace & Company Canada, 1996. ISBN 0-7747-0168-4

Fountas, Irene C. and Gay Su Pinnell. *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann, 1996. ISBN 0-4350-8863-7

Accommodations

- Students may have additional reasonable time to complete the survey and the Cloze passage.
- The teacher and students should brainstorm spelling words which may be used in the Portfolio of Responses, e.g., adjectives describing personality or physical characteristics, and they can remain on a board or chart paper for the duration of these lessons.

Activity 3: Setting Your Goals

Time: 300 minutes

Description

Through reading reflective poetry, inspirational non-fiction pieces, and practical procedures, students set personal learning goals for the course and especially for their reading and writing skills. As a culminating activity for this unit, they create a personal mission statement and a critical path for their semester and year, setting personal learning goals especially for their reading and writing skills.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.01- demonstrate an understanding of a variety of contemporary texts;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work.

Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge, and responding imaginatively;
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points;
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts;
RE1.05 - compare their own interpretations of texts with those of others;
RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing;
WR2.03 - use the appropriate person and level of language for a specific form, purpose, and audience;
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types;
WR3.02 - organize sentences about a topic into coherent and unified paragraphs;
WR3.03 - organize paragraphs into coherent and unified narratives, reports, letters, and short essays;
WR5.02 - describe and use strategies to edit, proofread, and correct written work.

Planning Notes

- The teacher finds short non-fiction pieces and possibly suitable poetry on the topic of making choices and setting goals.
- The teacher enlarges the two pages and prepares overheads of the selection "Sparky" from Chicken Soup for the Teenage Soul, 192-3.
- The teacher prepares overheads and handouts for activities on creating a critical path, setting goals, and personal mission statements. See especially Covey, 75-91, and *Chicken Soup for the Teenage Soul Journal*, 235-310.

Prior Knowledge Required

- Students have some sense of word families and spelling rules.

Teaching/Learning Strategies

Part A: Making Choices (75 minutes)

1. As a pre-reading activity, the teacher asks students, working in partners, to brainstorm about areas of their lives where they have had to make, or will have to make, difficult choices. In a whole class discussion with a student scribing on the board, the teacher facilitates the development of a summary of some of these choices, and asks students to explain some of the factors that might help them to decide for or against these options. Board note sample:

Choices to Make	Factors In Favour	Factors Against
friends to 'hang' with	parents like them	parents don't like them
part-time job	money to spend	time from school work
drinking,	friends do it,	drunk driving,
smoking	"cool"	cancer

2. The teacher shares "The Road Not Taken" by Robert Frost (*Departures*, 58 and many other sources), and explains that this is a poem about making choices. The teacher reads it aloud to students, and then asks the following questions:
   - Why is the road image a good way to represent the making of choices?
   - Why did the narrator choose one road over the other?
   - How does the narrator feel about his choice?
   - What do you think he means by the last line?
3. The teacher then asks students to re-examine the list on the board, and to think about what the difference would be for their own lives if they made certain choices. Some students may also wish to discuss making the best of situations, in which they did not have a choice, e.g., moving to another country. Students discuss in pairs and whole class discussion follows. The teacher summarizes with a statement such as, "Every choice we make has consequences, some of which we may not realize until we are very far down that path or road (as Robert Frost points out). It is important to do some thinking at the point of making the choice."
4. The teacher reads aloud the short selection "Sparky" (Canfield, 192-193), while putting it on the overhead so that students can follow the piece. Then the teacher asks students to consider what else they have learned about making choices from this story of the early life of Charles Schultz, the creator of "Peanuts." That is, if you are convinced that you have made the right choice, stick with it and make it work.
5. The teacher asks students to discuss once again with a partner some key choices that they will have to make this school year. What factors will help them to make those choices? What choices do they think they will make? Students then write in their Portfolio of Written Responses on what they have learned from the two reading selections, and the choices they are facing in their lives right now.
6. The teacher will administer the Diagnostic Spelling Test to students. (See appendices.)

Part B: From Dreams to Reality – Setting Goals (225 minutes)

1. The teacher asks students to consider the word "excellence." Who are some people who represent excellence to them? What does it take to achieve excellence? Then the teacher reads aloud the first section of "Visions of Excellence" by Mark Tewksbury (Duncan, 192-194), asking students to read the second section ("My Olympic Dream…") silently, as they ask themselves how Mark turned his dream into reality. The teacher asks students some or all of the following questions:
   - What was Mark Tewksbury's biggest dream?
   - What was his inspiration for that dream?
   - With what other dreams had he suffered disappointment?
   - Why did he continue to dream? What helped him?
   - What is the difference between parts one and two of this personal anecdote?
   - What abilities did Mark develop which helped him to reach his dream of Olympic gold?
2. The teacher asks students to work in partners to re-read the selection and to summarize the pathway Mark took from dreams to reality. That pathway involves: focusing on the dream; determining abilities or strengths; setting short term goals; moving out of your comfort zone (or challenging your limits); practising to develop confidence; preparing yourself physically and mentally; visualizing success; visualizing problems and dealing with them; and re-focusing your goals. The teacher summarizes these steps in a whole class discussion, drawing out details, and shaping the steps to the pathway described above.
3. The teacher provides a chart handout where students can summarize the steps for the Critical Path to Make Dreams a Reality. Students begin to draft their critical path for the year, starting with the dream, and then focusing on short term goals, e.g., the reading and writing skills which will help them to be successful in this course and other subjects.
4. Students receive their Diagnostic Spelling Test results, and the teacher asks them to do some analysis of their spelling in their Record of Learning.
   - Which words did they misspell? Is there a pattern to their errors?
   - Do any words come from a meaning-based family, e.g., two, twenty, twice, twins?
   - Do any words come from a letter pattern family, e.g., know, knee, knight?
   - Can they think of a special memory device or saying which would help them to spell this word, e.g., highlighting the 'e' in "cEmEtEry"?
5. For the remaining two classes in this unit, students prepare their critical path including their goals for improving their reading and writing skills, for this course, and as they relate to their other subject areas. They also write a personal mission statement after looking at some examples. Students should have the opportunity to write a draft and participate in peer editing and revision.
6. The teacher assists with these activities by sharing overheads and handouts based on "Begin with the End in Mind," "The Great Discovery," and "Getting Started On Your Mission Statement" (Covey, 75-91). Selections from Chicken Soup for the Teenage Soul Journal (especially 235-310) may also be helpful.
7. Students are directed to return to their Record of Learning entries about their writing strengths and needs, the reading strategies which they need to employ especially with textbooks, and their spelling analysis, to set their literacy goals. They should also draw from their Records of Learning and Portfolios of Written Responses about their personal strengths and abilities.

Assessment/Evaluation Techniques

Diagnostic

- Spelling Analysis – students record their errors in a personal spelling record.

Formative

- Record of Learning – students analyse the types of spelling errors they are making.

Summative

- Students' critical path, goals and personal mission statement are graded using a checklist or rubric, with an emphasis on the quality of thinking and the content.

Resources

Barry, James. *Departures*. Scarborough: Nelson Canada, 1991. ISBN0-17-603717-9

Canfield, Jack, Mark Victor Hansen, and Kimberly Kirberger. *Chicken Soup for the Teenage Soul*. Deerfield Beach, Florida: Health Communications Inc., 1997. ISBN 1-55874-468-1

Canfield, Jack, Mark Victor Hansen, and Kimberly Kirberger. *Chicken Soup for the Teenage Soul Journal*. Deerfield Beach, Florida: Health Communications Inc., 1998. ISBN 1-55874-637-4

Covey, Sean. *The 7 Habits of Highly Effective Teens*. New York: Fireside (division of Simon and Schuster), 1998. ISBN 0-684-85609-3

Duncan, Barry, Sue Harper, Douglas Hilker, and Andrea Mozarowski. *Transformations*. Toronto: Harcourt Brace & Company Canada, 1996. ISBN 0-7747-0168-4

Accommodations

- Peer tutors may assist students with brainstorming and notes during the draft stage of the critical path and mission statement. Tutors should be reminded that the writer owns the writing, and that their job is to assist in identifying trouble spots and to make suggestions about ways to fix them, i.e., not to do the work for the student.
- Key words and phrases can be brainstormed by the class and put on the board or on chart paper for the duration of this activity.

Appendix A – Course Overview for Students

Literacy Skills: Reading and Writing, Grade 11 Open Course Code: ELS30

Description/Rationale

This course emphasizes the strengthening of reading and writing skills essential to all subject areas. You will read short plays, short stories, novels, poems, newspaper and magazine articles, and opinion pieces. You will practise the important reading skills of locating key information, identifying main ideas and supporting details, extending your personal knowledge, responding imaginatively, and using specific strategies to identify words in context and expand vocabulary. You will write clear, accurate, and coherent narratives, summaries, reports, letters, and short essays. Strategies will be taught to assist you in using correct grammar, punctuation, and spelling.

Unit Titles (Time + Sequence)

Unit	Unit Title	Major Assignment(s)	Class Time
Unit 1	Where am I?	Personal Assessment and Mission Statement	15 hours
Unit 2	You Are Here.	Meeting Place Collage, Zine	25 hours
Unit 3	Downtown and Around Town	Brochure or Directory	25 hours
Unit 4	Going Places	Verbal-Visual Essay, Virtual Vacation	30 hours
Unit 5	You Know You've Arrived When…	Hero/Mentor Profile and Pathway to Success Journal	15 hours
			110 hours

These units have been developed to move you through a progression of reading and writing skills.

Unit 1 focusses on exercises and activities to reveal your strengths and needs, as well as on goal setting so that you can gain a sense of personal direction and capability with the reading and writing skills required for all subject areas. Reading includes poetry, short stories, and short non-fiction pieces. You will write in your Portfolio of Written Responses and Record of Learning.

Unit 2 allows you to practise various reading skills intensively while exploring youth culture and communication through magazines, newspaper articles, opinion pieces, and popular fiction such as tabloids and comic books. You will have opportunities to express your opinions and personal style through writing pieces, especially a "zine".

Unit 3 stresses practical reading of various community guides, flyers, brochures, and directories, allowing you to develop inquiry and investigative skills, as you explore what your community has to offer and create a directory of resources for other young people. You will also read and respond to drama based on community experiences.

Unit 4 allows you to travel to other locations through poetry, a novel study, and Internet websites. You will learn the power of language to convey the richness and diversity of other cultures, while at the same time you will evaluate fact versus fiction based on your own prior knowledge. You will write a journal or diary of a "virtual vacation" developed with research conducted through print and electronic sources.

Unit 5 provides an opportunity to do research on a mentor or hero, and to create personal steps for success based on what has been learned from the mentor/hero's life. This is a culminating unit where you can demonstrate the reading and writing skills that you have mastered.

Appendix B – INTEREST AND ATTITUDE SURVEYS

WHY?

An interest survey helps the teacher to assess what topics students may be interested in reading and writing about. Attitude surveys tell the teacher how students feel about the tasks of reading and writing and how capable they feel as readers and writers. If students do not feel positively about themselves as learners, they will read and write reluctantly. Unless students believe that they have some control of their reading and writing tasks, and see that reading and writing have value as practical and enjoyable activities, they will not be highly motivated to engage in them. It is, therefore, important to involve students in authentic tasks on topics where they have some prior knowledge and interest.

HOW?

Materials: one copy of the Interest or Attitude Survey for each student. Students fill out the survey.

Teachers should encourage their students to be honest. Sometimes students will give the answer that they think the teacher wants to hear rather than sharing how they really feel. They need to understand that the purpose of this survey is to provide the teacher with information to help with planning the program based on their interests and needs.

POINTS TO CONSIDER

Keen observation of and conversation with students engaged in meaningful activities will also give the teacher information about students' interests and attitudes towards reading and writing activities.

NEXT STEPS

- If there appears to be a negative attitude, try to determine why this might be, e.g., past negative reading or writing experiences.
- Determine the interests of the student so that reading and writing can be based on some interests to be more meaningful to him/her.
- Direct the student to reading material that he/she will be able to read successfully (see Cloze test).
- Provide successful reading experiences through teacher modelling (read-aloud), shared reading (choral reading, readers' theatre), and guided reading activities (e.g., teaching of explicit reading strategies to small groups).
- Provide successful writing experiences through modelled, shared, guided and interactive writing activities.
- Arrange for the student to work with a peer tutor.

Appendix B (Continued)

Interest Survey

I Am Unique

Complete the following statements.

1. My favourite place is ____

2. One person or event which has had a strong influence on my life is ____________________

3. Three things which I enjoy doing are ____________________________________
____

4. Three things which I prefer not to do are __________________________________
____

5. The best advice I have ever been given is __________________________________

6. The best movie I ever saw was ________________ because ________________

7. An achievement that made me proud was ________________________________

8. The two best books I have ever read are ____________________________ and
______________________ because ____________________________

9. The worst book I ever read was __________________ because ______________

10. I most admire ____________________ because ______________________

11. One thing that really interests me is __________________________________

12. One thing that really worries me or causes me concern is ______________________

13. One valuable lesson I have learned is _________________________________

14. One thing I really wonder about is ___________________________________

15. In the next two years, I would most like to accomplish _______________________

Appendix B (Continued)

Attitudes To Reading Survey

Name: ______________________________ Grade: _______ Date: ________________

1. How do you feel about reading?
2. How much time do you spend reading each day? Who are your favourite authors?
3. Do you read at home? What do you read – books, magazines, instruction manuals, cookbooks, etc.?
4. How did you learn to read? What was your best reading experience ever?
5. Why do people read?
6. Approximately how many books do you own?
7. How do you decide which books, magazines, etc., you'll read?
8. What does someone have to do in order to be a good reader?
9. Do you discuss things you have read with anyone? If so, what do you enjoy discussing?

Attitudes To Writing Survey

Name: ______________________________ Grade: ________ Date: ______________

1. How do you feel about writing and what you write?
2. What was your best writing experience? Why?
3. What was your worst writing experience? Why?
4. List three topics about which you feel you could write easily.
5. What do writers need to do in order to be good at writing?
6. What do you do when you have finished a piece of writing?
7. What helps you the most when you are writing?
8. For what person/audience do you most like to write?

Appendix C – Cloze Procedure

WHY?

Cloze activities provide a teacher with information about the student's use of the various cueing systems available in a text. The teacher can determine whether the student uses:

- the syntax of the writing, that is the typical word order in a sentence, to provide an appropriate part of speech;
- the semantic cues which point to a word with a particular meaning;
- prior knowledge to infer meaning;
- the pragmatic cues or print conventions of particular forms which suggest the type of information and its organization, e.g. menu, theatre ticket, page of a science or social studies textbook;
- in some instances, the graphophonic cueing system if a part of a word has been deleted.

In evaluating the student responses to a Cloze passage, the teacher gains information about the individual student's reading level on specific materials, that student's vocabulary range in a specific subject or topic area, the student's language skills, and an estimate of an individual's general comprehension level.

Cloze may also be used to give the teacher information about the readability of certain materials.

HOW?

The teacher chooses an appropriate passage either from literature or from student content texts. Typically, the first and last sentence of the passage are left intact, and in the remaining sentences, every fifth or seventh word is deleted and a blank left in its place. However, the method of deletion can vary according to the purpose. You may choose to omit:

- target words such as nouns or verbs to test use of the syntactic cueing system, or words which will trigger use of contextual meaning (semantic cues) for the response;
- parts of words, e.g. prefixes or suffixes or silent letters;
- phrases, colloquial expressions with which the student should be familiar.

Passages are usually 250 to 300 words in length and total deletions should not exceed 50.

POINTS TO CONSIDER

- Before administering a Cloze test, students should have five to ten practice sentences in order to become comfortable with the task.
- For ESL students, you may wish to provide two or three word choices for each blank.
- Students should read the entire passage quickly and then a second time to fill in the blank spaces.
- Students should be told to choose a word that best fits the sentence. If they cannot think of an appropriate response to a blank, they should skip it and come back to it later.
- Cloze exercises are not usually timed, but you should administer this assessment within a reasonable time frame.

SCORING CLOZE TESTS

Accept the exact response or an alternative which makes absolute sense in the context, e.g. street for road, or bright for shiny (the bright penny), or ran for scurried.

To calculate the percentage of correct responses, divide the number of correct responses by the total number of blanks and multiply by 100.

Sample calculation: 31/40 x 100 = 77.5%

Appendix C (Continued)

EVALUATING CLOZE TEST SCORES

• 60%+	independent level
• 40 - 59%	instructional level (Determine which cueing systems to teach.)
• Below 40%	frustration level (Give student easier reading material and teach cueing systems.)

1. The percentage of errors indicates whether the material is at an appropriate level for the student to read unassisted.
2. Examining each error and categorizing the type of error indicates what strategies the student is employing and the difficulties the student is experiencing. This analysis informs the teaching focus to be followed.

Appendix D – DIAGNOSTIC SPELLING TEST

There are some standard spelling lists which are available and which can be analysed diagnostically, e.g., the Morrison-McCall Spelling Scales, and the Gates McGinitie Spelling subtest, both of which yield a grade equivalency in spelling. It is more important to analyse the types of errors students make in their spelling than to assign a grade equivalency. For example, does the student consistently miss initial silent consonants? Is the student a purely phonetic speller, representing sounds with letters, but not attending to any typical letter combinations or to the meaning base which may influence the spelling, e.g., two, twice, twins. Does the student understand some of the basic rules for adding suffixes such as 'ing,' or for making the plural form of nouns ending in 'y,' or for doubling final consonants?

The pattern for administering a spelling test is to say the word, say the word in a sentence, and then say the word again. The following words may assist the teacher and students in analysing spelling difficulties.

	Word	Sentence	Word	Analysis
1	knew	I knew the answer on the test.	knew	silent initial consonant, knew/new confusion
2	too	They ate too much junk food.	too	to, too, two confusion
3	attacked	The cat attacked the paper ball.	attacked	silent consonant, phonetic confusion over 'ed' ending, e.g., "attact"
4	dessert	My dad loves dessert.	dessert	dessert/desert usage
5	through	He drove through the town.	through	non-phonetic spelling
6	receive	Did you receive the gift?	receive	i before e, except after c
7	accept	She will accept the job offer.	accept	accept/except usage
8	Wednesday	His brother arrives on Wednesday.	Wednesday	capital on proper noun, plus hearing all syllables
9	friend	Will you be my friend?	friend	'i' before 'e'
10	countries	They visited many countries.	countries	plural of word ending in 'y'
11	athlete	Charmaine is an Olympic athlete.	athlete	phonetic spelling with silent e. Student may hear an extra 'e' - "athelete."
12	tragedy	The accident was a tragedy.	tragedy	Student may insert an extra consonant - "tradgedy."
13	loneliness	His loneliness was unbearable.	loneliness	change y to i when a suffix is added
14	mischievous	The child was mischievous.	mischievous	irregular spelling
15	heart	Her father had a heart attack.	heart	'ea' combination
16	whether	He didn't know whether to call.	whether	whether/weather usage
17	neighbour	The neighbour held a noisy party.	neighbour	i before e rule, plus 'our' ending
18	descend	We will descend the stairs.	descend	'sc' combination may be heard as 's'
19	interfering	You are interfering with my studies.	interfering	adding 'ing' suffix to word ending with 'e'
20	physical	She teaches physical education.	physical	irregular spelling, especially of 'f' sound

Unit 2: You Are Here

Time: 25 hours
Unit Developers: Gail Sajo, Cathy Costello
Development Date: July 2000

Unit Description

Students develop an understanding of their place in youth culture by reading and studying a range of magazines, newspaper articles, opinion pieces, and popular fiction in order to understand and interpret these texts. Students strengthen their skill in reading specific text clues, including headlines, leads, the Five W's (who, what, where, when, why – and how), titles, subtitles, and accompanying visual/graphic information. Students will explore various elements of graphical and environmental text with a view to making inferences, drawing conclusions and making judgements based on the information presented in such sources brochures, posters advertisements and informational displays. They will examine samples of text found in such public environments as malls, youth centers, recreational facilities and main streets, using a variety of strategies for interpretations and understanding. Based on their readings, students write opinion pieces such as a media critique, assess information to develop summaries, and complete a short research report which will demonstrate their understanding of the writing process. The emphasis on writing skills focuses on strengthening a variety of sentence types, organizing sentences into unified paragraphs, and ultimately creating coherent exposition.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills
Overall Expectations: REV. 01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.
Specific Expectations: RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, RE2.02, RE2.05, RE3.01, RE3.02, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR2.03, WR3.01, WR.3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04.

Activity Titles (Time + Sequence)

Activity 1	Decoding Context Clues in Print and Graphic Text	375 minutes
Activity 2	Decoding Context Clues from Visual Text	375 minutes
Activity 3	Making Inferences/Drawing Conclusions from Linear and Non-Linear Text	375 minutes
Activity 4	Creating a Zine (Culminating Activity)	375 minutes

Unit Planning Notes

- The teacher gathers resources to be used for specific reading activities focusing on skimming, scanning, finding context clues, making inferences, making judgments, and evaluating information. These samples may be obtained from newspapers, magazines, visual text sources such as advertisements, maps, listing guides, brochures, music jacket covers, and so on. The emphasis is on traditional and non-traditional reading sources.
- The teacher schedules Library/Resource Centre time as well as computer access for Activities 2, 3, and 4.

Prior Knowledge Required

- Students have met some of the expectations of the Grade 10 Ontario English Curriculum.
- Students have demonstrated capability in setting personal learning goals, capacity in maintaining a Record of Learning, and a baseline reading ability as determined in Unit 1.

Teaching/Learning Strategies

This unit draws upon a wide range of teaching/learning strategies. Although much of the unit relies on teacher-guided instruction, the students have ample opportunity for self-direction, co-operative collaborative learning, and responding to whole group activities.

Teacher-guided instruction refers to:

- assisting students to understand the unit focus
- setting direction for individual growth and competency with basic literacy skills within the unit
- empowering students to monitor their own reading and writing progress
- providing informational texts that model expectations of the unit

Co-operative, collaborative learning refers to:

- brainstorming and other idea-generating processes
- reading activities such as read-aloud, pre and post reading discussions
- writing activities such as peer-editing and other feedback processes

Self-directed, individual learning refers to:

- monitoring reading comprehension, vocabulary, and critical thinking tasks
- sorting, classifying, summarizing, and reporting research information
- practising competency in the writing process, from concept mapping to self-editing, to publishing, to self-evaluating and diagnosing.

Assessment and Evaluation

Assessment and evaluation in this unit include:

Diagnostic

- a checklist of expectations for the unit focus (Students may self-assess what they can do under headings “always”, “sometimes”, “never”, or similar headings.)
- a reading progress graph/checklist that focusses on improving reading speed with skimming and scanning, comprehension, and critical thinking skills development

Formative

- Record of Learning and Portfolio of Written Responses as described in Unit 1
- checklists for editing, peer and self-evaluation of writing process (Appendix A)
- rubrics for reading components of unit (see the Ontario Curriculum Unit Planner)
- rubrics and checklists for writing components of unit (see the *Ontario Curriculum Unit Planner, Elements 10 Teacher’s Guide, SightLines/ResourceLines 10 Teacher’s Guide*, for samples) for individual assignments including news writing, Meeting Place collage, summary, and report

Summative

- end of unit rubrics, checklists, and peer editing, feedback for zine project, including final copies of news writing activity, Meeting Place collage, summary, and report

Resources

Aker, Don and David Hodgkinson. *Language and Writing 10*. Toronto: Nelson Thomson Publishing, 2000. ISBN 0-17-618720-0

Andersen, N., et al. *Literature and Media 10*. Scarborough: Nelson, 2000. ISBN0-17-618719-7

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Toronto: Harcourt Canada Ltd., 1998. ISBN 0-7747-0197-8

Barry, James. *Global Reading Safari Teacher's Guide*. Scarborough: Nelson Thomson Learning, 1994. ISBN 0-17-603988-0

Block, Francesca Lia and Hillary Carlip. *Zine Scene: Do It Yourself Guide to Zines*. Girl Press, 1998. ISBN 0-96-597543-6

Carpenter, Donna, Bill Smart, and Chris M. Worsnop. *Media Images and Issues*. Toronto: Addison-Wesley, 1989. ISBN 0-201-19207-1

Costello, Catherine, Ted Palmer, and Mary Lou Smitheram. *Contacts: Teaching Communication Across The Curriculum*. Toronto: OSSTF, 1997. ISBN 0-920-930-84-0

Crane, Mary, Barbara Fullerton, and Amanda Joseph. *SightLines 10*. Scarborough: Prentice Hall, 2000. ISBN 0-13-082171-3

Davies, Richard, Glen Kirkland, and Jeff Siamon. *Crossroads 10*. Toronto: Gage Publishing, 2000. ISBN 0-7715-1332-1

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough: Prentice Hall, 1999. ISBN 0-13-012922-4

Duncan, Barry. *Mass Media and Popular Culture*. Version 2. Toronto: Harcourt Brace, 1996. ISBN 7747-0170-6.

Duncan, Barry, Sue Harper, Douglas Hilker, and Andrea Mozarowski. *Transformations*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-0168-4

Fry, Edward B. *Reading Drills (Introductory, Middle, Advanced).* Lincolnwood, Ill: NTC/Contemporary Publishing, 2000. ISBN 0-8092-0360-XE

Fry, Edward B. *Skimming and Scanning*. Lincolnwood, Ill: Jamestown Publishing, 2000. ISBN 0-8092-0363-4E

Hilker, Douglas and Sue Harper. *Elements of English 10*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-0594-9

Jamestown Comprehension Skills Series with Writing Activities: Introductory, Middle, Advanced. Third Edition. Lincolnwood, Ill: NTC/Contemporary Publishing, 2000. ISBN 0-8092-0154-2

Jamestown's Signature Reading Series. Lincolnwood, Ill: NTC/Contemporary Publishing, 2000. ISBN 0-8092-0304-9E

Kalmar, Veronika. *Start Your Own Zine*. Little Brown & Company (Canada), 1997. ISBN 0-78-688217-4

Kirn, Elaine and Pamela Hartmann. *Interactions 1: A Reading Skills Book*. McGraw-Hill, 1996. ISBN 0-07-114370-X

Literacy Skills Test Preparation Workbook: A Preparation Guide for the Grade 10 Test of Reading and Writing Skills. Toronto: Harcourt Canada, 2000. ISBN 0-03-998819-8

Ontario Ministry of Education and Training. *Ontario Curriculum Unit Planner, Version 2.0*. Toronto, 2000.

Parsons, L. *Response Journals*. Markham: Pembroke Publishers Limited, 1990. ISBN 0-921217-41-2

Phenix, Jo and Irene Scott Dunne. *Spelling Instruction That Makes Sense*. Markham: Pembroke Publishers, 1991. ISBN 0-921217-68-4

Sebranek, Patrick, Dave Kemper, and Verne Meyer. *Write Source 2000*. Scarborough: Nelson Publishing, 1999. ISBN 0-17-618700-6

Smith, Nia Banton. *Be A Better Reader Level A, C*. New Jersey: Globe Fearon Educational Publisher, 1997. ISBN 0-8359-1916-1; 0-8359-1922-6

Activity 1: Decoding Context Clues in Print/Graphic Text

Time: 375 minutes

Description

In this introductory unit activity, students practise techniques of skimming for meaning, scanning for detail, reading context clues, and increasing vocabulary. Students continue the ongoing process of writing in their Portfolio of Written Responses. They also deconstruct and create a news story, and further develop their understanding of the unique features of newspapers, magazines, tabloids, and other print media texts.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.02 - demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazines articles and opinion pieces;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.03 - organize information, ideas, and supporting details in written work.

Specific Expectations

RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points;
RE2.05 - use knowledge of the elements of newspaper and magazine articles and opinion pieces with an emphasis on headlines, leads, the Five W's (who, what, where, when, and why), titles, subtitles, and accompanying photographs, to understand and interpret these texts;
RE4.01 - preview vocabulary before reading;
RE 4.02 - use word-identification strategies while reading;
RE4.03 - use context to determine the meaning of unfamiliar words;
WR1.01- describe and use strategies to generate ideas and explore topics for writing;
WR 3.01 - construct complete sentences to present information and ideas, using a variety of sentence types.

Planning Notes

- This activity assesses students' abilities to use basic reading techniques to ensure comprehension and interpretation. Students operate at different paces and levels of understanding. (See Accommodations)
- The teacher prepares a reading progress chart to help students to monitor their reading development. (See models in Skimming and Scanning or Reading Drills or Appendix E.)
- The model for a typical daily class session during this unit includes:
    - a warm-up (10 minutes) – reading practice – skimming, scanning, comprehension, vocabulary, critical thinking
    - a major reading activity (20 minutes) – timed, independent, vocabulary building, reading for detail, focus exercises related to other unit activities;
    - a major writing activity (20 minutes);
    - brainstorming, researching, drafting, focus exercises in vocabulary, context clues relative to the unit activities;

- a major follow-up activity (15 minutes) – discussion, co-operative learning, editing/proofreading session, teacher interventions as needed;
- a cool-down activity (10 minutes) – writing to record learning and responses, e.g., sensory response, question of the day, homework start.

- The teacher provides students with opportunities to read widely on a regular basis in class time. Students practise timed readings for both skimming and scanning. Students maintain personal charts on reading speed and recall accuracy. (See Costello, *Contacts*, Chapter 8 for some general speed reading strategies, or individual resources provided as examples in Activities.) This is an ongoing, daily process. Daily warm-ups with specific reading passages provide students with continuity and opportunities for self-monitoring. Students maintain a writing record of reading in their Portfolio of Written Responses. The teacher monitors student progress frequently. Once a daily routine is in place, the reading strategy warm-up should take approximately 10 minutes, alternating with response portfolio writing.

Part A: What the News World Has to Offer

1. The teacher and students collect/contribute a wide range of print media products – newspapers, magazines, tabloids, comic books, CD jacket covers, flyers. Students browse these media products, noting similarities and differences in content, design, language choice, target audience. Teacher and class develop a T-chart or other graphic organizer for the products, focusing on form, purpose, content, and audience. The teacher reviews the key media concepts (see *ResourceLines 9/10* or *Mass Media and Popular Culture*) as a starting point for discussion, and asks the following questions:
   - How do you read a print text?
   - What clues guide your reading, e.g., headlines, photos, graphs, colour?
   - With which medium/form do you most easily identify? Why?
2. Students write point form notes about their attraction to a particular print media product. Their ideas will be incorporated into a Portfolio of Written Responses entry, and then into a more formal opinion piece over the next class.
3. The teacher reviews with the students what a sentence is, beginning with identification of sentences in the media product. Why are some sentences long, and others short? Focus on emphasis of story, vocabulary choice, and context clues that assist meaning. The teacher reviews with students the concept of topic, body, and concluding sentences in a paragraph.
4. Students begin to construct a personal dictionary including some of the specialized media terminology, which they have learned. An address book is a good vehicle for maintenance because it lists entries alphabetically. Students may use the personal dictionary to build vocabulary, understand word structures (roots and derivatives), develop synonyms, and practise constructing sentences with new words.
5. Homework: Students write a response in their Portfolio of Written Responses, giving a personal reaction to one of the media products presented in class. The response should be at least one paragraph long, with each sentence building on the next. Students aim for coherence in sentences, correct spelling, and punctuation.
6. A closer look at journal writing: For students, this is a critical point in their development as readers and writers. Reflective journals provide an opportunity to really think about something and learn from it. Students should be encouraged to ask and answer their own questions: What was interesting or provocative about this experience? How do I feel about a situation now? Why does this matter to me? Alternatively, students may focus on different outcomes or predictions that a future impact might have on them of a present situation. There are many types of personal journals. Students and teacher may decide on the most appropriate type for the unit of study or for the individual student: diary, dialogue journal, record of learning, portfolio of written responses, or a travel log. Students will encounter some of these types of journals in other units in the course.

Part B: Titles and Headlines

Students use text features, specifically headlines and subheadings, to decode information in the larger story. The students learn to recognize topic and main ideas using graphic organizers (concept map), to develop vocabulary definitions, and to recognize how particular words and phrases help communicate ideas, feelings, and information. Students develop awareness of the denotation and connotation of words. Depending on the headlines used, students may also investigate the use of literary devices such as hyperbole, irony, puns, alliteration, similes, and metaphors. The writing component for this activity requires students to develop a news story from a "Silly Headline." Students begin to recognize the qualities of a news story, brainstorm possible directions for the story, and write an opening series of sentences for their story.

1. The teacher provides an appropriate reading sample for skimming and comprehension questions (e.g., "Meals on Wheels" in Fry's *Skimming and Scanning*, or selection from *Jamestown's Reading Improvement Advanced Level*). Review the qualities of skimming with the students: skimming is very fast reading intended to get the main idea rather than exhaustive details. You do not need to read all parts of the article to extract the general meaning. To begin, students read the entire first few paragraphs (identify topic, style, viewpoint), then read only key sentences of later paragraphs, picking out one or two important ideas, words, phrases, or numbers. They read the last one or two paragraphs as they frequently provide a summary of previous information. Students record reading speed on their Progress Chart (Appendix E).
2. The teacher provides copies of Silly Headlines. Students read headlines that have multiple meanings because they lack clarity, punctuation, or appropriate cause and effect. After the initial amusement has subsided, the teacher leads a whole class discussion on reasons for misunderstandings in the headlines, including the connotation and denotation of particular words in the headlines.
3. The teacher provides a variety of newspaper articles from local or national dailies, or newsmagazine articles, or non-fiction pre-developed articles (e.g., *Be A Better Reader* series, *Signature Reading* series or other *Jamestown Publishing* series, *Interactions One: A Reading Skills Book*). Students read the selected article and locate (possibly using a highlighter to indicate) what they believe to be the main idea. Each student exchanges with a partner to compare what has been highlighted, and whole class discussion follows about identifying the main idea especially in a news article. A mini-lesson on word order, vocabulary choice, misplaced modifiers, obscure meaning, misplaced text clues and cause and effect problems may emerge here, tying back to the Silly Headlines introduction.
4. On the theme of writing so that you are not misunderstood, the teacher reviews the topic "Writing Complete Sentences," reminding students of the need to avoid sentence fragments, comma splices, run-on sentences, rambling or confusing sentences. Exercises in *Write Source 2000*, or *Reading and Writing for Success* are beneficial here.
5. Following the review, the teacher introduces the writing assignment for the week – a news story based on a Silly Headline or on an issue of personal, social, or community importance. Students begin working on the writing process, brainstorming possible images from the headlines, or ideas from their chosen issue. Each student selects one headline or idea with which to work and begins an early draft of the story from brainstorming and notes. The story will have a minimum of six sentences (each related to the 5 W's) linked to each other with transitional devices. The teacher may teach or review transitional devices here, as required. This work will continue in subsequent classes.
6. Using the Silly Headlines presented to them as a model, students create two or three new Silly Headlines by playing with word order, meaning, and literary devices. Students may wish to use one of their own headlines as the source for their news story.

Silly Headlines

- Drunk gets nine months in violin case
- Survivor of Siamese twins joins parents
- Farmer Bill dies in house
- Drunken drivers paid $1000 in '84
- War dims hope for peace
- Iraqi head seeks arms
- British left waffles on Falkland Islands
- Eye drops off shelf
- Teacher strikes idle kids
- Squad helps dog bite victim
- Enraged cow injures farmer with ax
- Cold wave linked to temperatures
- Stolen painting found by tree
- Two soviet ships collide, one dies
- Safety Experts say school bus passengers should be belted
- Shot off woman's leg helps Nicklaus to 66
- Plane too close to ground, crash probe told
- Miners refuse to work after death
- Juvenile court to try shooting defendant
- Two sisters reunited after eighteen years in checkout counter
- Killer sentenced to die for second time in ten years
- Something went wrong in jet crash, experts say
- Police begin campaign to run down jaywalkers
- If strike isn't settled quickly, it may last a while
- Enfiels couple slain; police suspect homicide

Part C: Following the Story

In this activity, students formally deconstruct a news story to discover the inverted pyramid structure and the Five W's (who, what, where, when, why, and how). Students focus on predicting, locating context clues to assist meaning, assessing order in a news story by finding and summarizing key points. They write their own news stories based on the brainstorming session of the last class, and the knowledge acquired from the organizational patterns of the text. Students develop an idea of unity, coherence, presentation of logical and relevant details, and ordering in writing based on the news stories used in class.

1. As a warm-up activity, the teacher provides a skimming sample, e.g., "Nova Scotia Outdoors" in *Skimming and Scanning* (Fry, Jamestown's *Reading Improvement Advanced Level*). Students read and respond to a few key comprehension questions. Students continue to record their progress on their chart (Appendix E).
2. The teacher introduces the inverted pyramid structure of the news story, along with the 5 W's concept of story writing. The teacher may wish to begin this portion of the lesson with Rudyard Kipling's poem:

   I keep six honest serving men;
   (They taught me all I knew.)
   Their names are What and Why and When,
   And How and Where and Who.
3. The teacher may use information from *Reading and Writing for Success*, *ResourceLines 9/10*, *Mass Media and Popular Culture*, or *Toronto Star's Newspapers in the Classroom* to assist students' understanding of the inverted pyramid and other news writing issues. The inverted pyramid is the term used to describe the style of news writing. The most current, key details are "packed" into the first few paragraphs, with subsequent paragraphs containing less recent and less important information. Further news story construction support may be found in *Write Source 2000* (Nelson publishing) pp.167- 174. Sentence structure work in writing with compound subjects, unusual word orders, indefinite pronouns, and collective nouns may be of benefit here. Note: The teacher may wish to ask whether newspaper stories written in other languages use the same inverted pyramid structure.

4. The teacher hands out envelopes containing a short, cut up news story to small groups of students. The students read the individual sentences then attempt to order the story in its original sequence, paying attention to headlines, leads, context clues, and other ordering principles. In a follow-up whole class discussion, the teacher asks each group to read its version of the story, and assists the students in reconfiguring the original. Using an overhead of the original story, the teacher leads a discussion about why the pieces fit in the particular order. The teacher and students observe thought and sequence patterning, cause and effect structure, and the use of text features to assist meaning. They also confirm their understanding of the inverted pyramid structure.
5. Students continue to work on the story each began the previous day, paying attention to:
   - creating a lead which grabs the reader's attention and summarizing the main points in the story, e.g., who? what happened?;
   - writing the body, using brainstorming and planning notes as a guide. Students fill in the facts and details, remembering that the further into a news story you go, the less significant the details are. (Another reason for this form is that in the newspaper business, available space guides an editor's decision and if the story is too long, the last portion of it may be cut.)
   - including quotations accurately and appropriately (a process which may give rise to an entire lesson);
   - keeping sentences short and easy to read;
   - keeping paragraphs to as few as one sentence, and no more than four.
6. Students complete a first draft of their news stories to be ready for revising and editing in the next class.
7. The teacher reviews the peer editing process with students. That is, each student will ask two other students in class to read the draft of the news story. Editors respond to the questions below, and underline or circle areas which the writer may need to re-work. The writer owns the writing and is responsible for making revisions, or for getting assistance in making them. Editors provide an informed and knowledgeable audience because they, too, have done the task. Editors sign or initial each draft that they read, and write two sentences, commenting on something which was done well, and possible improvements or revisions to be made. Alternatively, students may make all observations on the Ten Point Editing Checklist (Appendix A). Questions for the students include:
   - Does the lead hook the readers into the story?
   - Are there details missing or facts unclear?
   - What is the headline for this story? Why?

   Many checklists exist in teacher handbooks, such as those *in ResourceLines 9/10*, *Reading and Writing for Success, Elements 10,* and *Write Source 2000*, but the teacher may also distribute the Ten Point Editing Checklist. (See Appendix A.)
8. The teacher may wish at this point to do some re-teaching of the inverted pyramid structure, the writing process of the news story, or the concepts of unity and coherence in writing. Varied sentence structure, clear and concise sentences, and the avoidance of non-standard language and misplaced modifiers may also be focusses during the revision and editing process. The teacher and students may co-operatively construct a rubric for the news story, or may work with one from a current teacher's guide approved for *The Ontario Curriculum*. (See Resources.) The teacher may do individual conferencing with students who have previously demonstrated serious gaps in their writing skills.
9. Scanning for Information – The Sports Section: The teacher uses stories from the newspaper's sports section to provide a scanning activity for students. Students practise this method of quick reading to find scores of baseball or hockey games, winners of golf tournaments or tennis matches, etc. (Other scanning activities can be found in *Interactions One* or booklets from the Jamestown series.).

Scanning is a reading skill that zeroes in on a single bit of information, such as finding a particular television program in a program listing guide, or locating the right phone number in a directory. In these cases, the organizational patterns usually are alphabetical, numerical, categorical, or informational (with titles and subheadings). However, scanning is a very useful reading skill for finding information such as names, dates, or terms in subject textbooks or other materials.

Part D: Putting the Story Together

In this part of the activity, students complete and submit their news stories for formative assessment. Students continue to focus on skimming, scanning, and decoding context clues in their reading skills. Writing unified and coherent sentences, expressing main ideas, vocabulary choice, critical thinking skills, and considering the audience form the root of the culminating part of this activity.

1. Skimming for the main idea: The teacher provides students with a reading selection such as "Sharks: The Silent Savages" in the Jamestown series *Skimming and Scanning*. Students read the selection and answer accompanying comprehension questions. Students record their results on their Progress Chart.
2. Focus on Paragraphing: The teacher, in whole-class direct instruction, reviews the structure of a paragraph and the variations that are possible. Students are reminded that a paragraph is written to explain a main idea; the most important idea giving shape, purpose, and direction to the rest of the paragraph. The rest of the paragraph supports or explains the main idea housed in the topic sentence with appropriate and unified details. Newspaper articles usually begin with a topic sentence followed by supporting evidence and details. This is the typical pattern of most paragraphs. The teacher should explain and illustrate the fact that sometimes the topic sentence comes at the end of a paragraph and is used as a conclusion. If this is the case, then the order of the paragraph will probably move from least important detail to the most important.
3. Based on this review, students again share their draft news stories with the other members of the class, and in small groups discuss the progress of their work, especially their decisions about paragraphing. The students may continue to work as peer editors, providing positive and constructive feedback based on previously established rubrics.
4. Students finish and submit the good draft of their news story for assessment. This evaluation may be formative, as it will be returned to students with suggestions for further editing and inclusion in their zine to be constructed in Activity 4 of this unit.
5. As a check on students' reading skills, especially their understanding of the concepts of the inverted pyramid, news story construction, comprehension, vocabulary, context clues, and the use of the 5W's, the teacher may provide another news story for students to deconstruct to test their mastery. This task may be a summative evaluation piece.
6. The teacher reviews the writing process with students, co-creating a large process chart on paper that includes columns for prewriting, writing, revising, editing, and publishing. This chart will grow over time as the class focusses on specific points of writing along the way.
7. Students write a Portfolio of Written Responses entry following the submission of their news story. Students focus on their personal reaction to the news story and the writing process. This entry is essentially an anecdotal self-evaluation.

Assessment/Evaluation Techniques

Diagnostic

- teacher observation, recording students' reading speeds, techniques, comprehension

Formative

- teacher assessment of students' reading comprehension, vocabulary, critical thinking inventories
- teacher assessment of writing process for news story, modelling assessment for students, developing benchmarks with students
- peer editing using Ten Point Editing Checklist (Appendix A) for first draft of news story

Summative

- deconstruction of a news story to demonstrate mastery (Part D, Strategy 5)
- Ten Point Editing Checklist (Appendix A) – optional
- news story using rubric

Accommodations

- See *The Ontario Curriculum Unit Planner, Teacher Companion* for full accommodations list.
- Use direct instruction and modelling to encourage the use of a variety of reading, pre-writing, and organizational strategies.
- Allow additional time for submission of writing and assist the students with chunking the writing assignment.
- Encourage writing partners for brainstorming, editing, and proofreading. Encourage the use of spelling and grammar check in word processing programs.

Resources

Abeles, Joan, et al. *Great Beginnings: Using the Newspaper in the Classroom*. Toronto: Canadian Daily Newspaper Publishers Association, 1989.

Andersen, Neil, et al. *Literature and Media 10:Teacher's Guide*. Toronto: Nelson Thomson Learning, 2000. ISBN 0-17-618722-7

Aker, Don and David Hodgkinson. *Language and Writing 10: Teacher's Guide*. Toronto: Nelson Thomson Learning, 2000. ISBN 0-17-618721-9

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Toronto: Harcourt Canada Ltd., 1998. ISBN 0-7747-0197-8

Costello, Catherine, Ted Palmer, and Mary Lou Smitheram. *Contacts: Teaching Communication Across The Curriculum*. Toronto: OSSTF, 1997. ISBN 0-920-930-84-0

Crane, Mary, Barbara Fullerton, and Amanda Joseph. *SightLines 10 Teacher's Guide*. Toronto: Prentice Hall, 2000. ISBN 0-13-028778-4

Duncan, Barry. *Mass Media and Popular Culture Version 2*. Toronto: Harcourt Brace, 1996. ISBN 7747-0170-6

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough: Prentice Hall, 1999. ISBN 0-13-012922-4

Fry, Edward B. *Skimming and Scanning (Advanced)*. Jamestown's Reading Improvement Series. Lincolnwood, Ill: Jamestown Publishers, 2000. ISBN0-8092-0363-4E

Hilker, Douglas and Sue Harper. *Elements of English 10*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-0594-9

Hilker, Douglas and Sue Harper. *Elements of English 10: Teacher's Guide*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-1462-X

Hunter, Judith, et al. *Crossroads 10: Teacher's Guide*. Toronto: Gage, 2000. ISBN 0-7715-1333-X

Kirn, Elain and Pamela Hartmann. *Interactions One: A Reading Skills Book*. Toronto: McGraw-Hill Ryerson, 1996. ISBN 0-07-034917-7

Sebranek, Patrick, Dave Kemper, and Verne Meyer. *Write Source 2000*. Scarborough: Nelson, 2000. ISBN 0-17-618700-6

Signature Reading Series. Lincolnwood, Ill: Jamestown Publishers, 2000. ISBN 0-8092-0304-9E

Smith, Nia Banton. *Be A Better Reader (Level A, B, C)*. New Jersey: Globe Fearon Educational Publishers, 1997. ISBN 0-8359-1922-6

Activity 2: Decoding Context Clues from Visual Text

Time: 375 minutes

Description

In this activity, students begin to focus on writing paragraphs that reflect their awareness of the role of popular culture on their personal styles, including the concepts of icons, trends, and language. Each student develops a Meeting Place collage and begins to develop techniques for summary writing. The introductory part of this activity asks students to discuss what is important about their culture, who their mentors in life are, and how they continue to achieve their stepping stones. Reading tasks broaden to include visuals and text: photographs, advertising images, billboards, art and media pieces, as well as the traditional non-fiction and fiction print materials.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.03 - explain the use of specific elements of style in a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work;

Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge, and responding imaginatively;
RE1.03 - use knowledge of the organization of texts to locate relevant information;
RE2.02 - use knowledge of the elements of the short story, with an emphasis on events, character, setting, and theme, to understand and interpret short stories;
RE2.05 - use knowledge of the elements of newspaper and magazine articles and opinion pieces, with an emphasis on headlines, leads, the Five W's;
RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively;
RE4.03 - use context to determine the meaning of unfamiliar words;
WR1.02 - make research plans based on information needs;
WR2.01 - demonstrate an understanding of form in written work, with an emphasis on narratives, summaries, reports, letters, and short essays;
WR3.02 - organize sentences about a topic into coherent and unified paragraphs;
WR4.02 - revise the organization of drafts to improve clarity of thought and expression;
WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

- Grammar and Usage: identify the rules of subject-verb and pronoun agreement and apply them correctly;
- Grammar and Usage: identify and use correctly the principal parts of irregular verbs;
- Spelling: identify and apply a wide variety of spelling patterns, rules, and strategies to recognize and correct spelling errors;
- Spelling: spell correctly specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns;
- Punctuation: identify the use of effective punctuation when reading and use punctuation correctly when writing.

Planning Notes

- The teacher provides fiction and non-fiction reading samples for ongoing work in skimming, scanning, reading context clues, developing vocabulary, and comprehension skills.
- The teacher and students collect magazine ads, cartoons, community brochures, photos of local community meeting places, and copies of *The Billboard Hot 100* hit music chart (or the teacher may ask students to obtain copies of this chart from CD stores).
- The teacher establishes the parameters of work in researching the Meeting Place collage for students, including the number of people in a group, the meeting place under question, the resources needed in order to carry out the project, and appropriate Internet sites as demanded by the project.
- Information gathered through early portions of this activity provides the focus for teaching and learning strategies. The teacher's focus is on interventions, competencies, and group composition in planning the teaching moments.
- The teacher gathers chart paper, markers, and highlighters to facilitate activities.
- The teacher develops assessment and evaluation strategies for this section of the unit, including checklists, and rubrics. A rubric builder and good examples may be found in the *Ontario Curriculum Unit Planner*, *Elements 10 Teacher's Guide*, *ResourceLines 9/10 Teacher's Guide*, or others.

Prior Knowledge Required

- The students consolidate reading and writing skills as begun in Activity 1, and move beyond diagnostic writing competency. The focus here is on writing in longer sentences, developing transitions between sentences, unity, coherence, and developing sensory experiences into word experiences.
- Students have awareness of, and access to, elements of their own (teen) culture whatever their country of origin.
- Students know, understand, and practise the school's policy on appropriate and ethical use of the Internet.

Teaching/Learning Strategies

Part A: What the 'Real' World Has to Offer

1. The teacher provides diverse and varied opportunities for students to examine the 'real' world as seen through cultural and personal icons, trends, and language. The teacher distributes images such as photographs from teen magazines, or asks students to describe or find, and list billboards, advertisements, icons, trends or current expressions (possibly from graffiti) which catch their attention or are part of their language. Working in small groups, students attempt to decode or deconstruct the elements of these pieces in order to "read" the entire message. (See Andersen, Dawe, or Duncan's *Mass Media and Popular Culture* for suggestions and techniques, or non-fiction pieces such as "Market Savvy Teens" in *Crossroads 10.*) In whole class discussion, the teacher and students summarize some of the key elements of "teen culture" to demonstrate the unit theme, You Are Here.
2. The teacher assists students as they begin construction of a survey about the important meeting places in their community. (See strategies in Dawe, *ResourceLines 9/10* p. 288.) The survey will gather information about the elements that teens find important in their own culture and in their community's image: Where do people meet? Why are these locations popular? What conclusions may be drawn from this information? How do students read their environments? Eventually, students write a summary about teen culture and how it is revealed through teen meeting places based on information collected from this survey. With the teacher, students may decide who their audience will be. Will they survey teens only? Teens and some parents? Teens and a variety of adults about their perceptions?

3. Students work in collaborative groups on survey topics and questions for a reasonable length of time, e.g., 30 minutes. The teacher invites each group to report, listing suggested issues or questions on the board. In a whole class discussion, the teacher helps students to evaluate the suggested topics/issues and questions, and to develop the final survey form. The teacher reinforces the need for clarity in language usage, especially in presenting questions to people. Consider the following tips in creating the survey:
    - Keep questions or statements short, with one central idea clearly stated.
    - Ensure that instructions for responding are precise and easy to understand.
    - Do not imply the intended answer in any questions.
    - Choose exact terms for response (not rarely, generally, or often, but ranges of numbers, for example).
    - Design the format so that it is complete, easy to read, and attractive.
    - Field-test survey items for their accuracy in obtaining a clear response.
    - Try to distribute the survey to a "random" sample of people about whom you are trying to learn. A "restricted" sample will yield unreliable results.
4. Through the shaping of the survey, the teacher helps students to focus on combining sentences by using key words, structuring a series of words or phrases, compound subjects and verbs, and using compound and complex sentences. The students' ability to write consistently in readable, precise sentences will help them to put together paragraphs and longer pieces of writing. (See Archer, Dawe, or Sebranek for support in developing these writing activities.)
5. Lessons on marks of punctuation such as the ellipsis, comma, semi-colon, and colon may emerge naturally here.
6. In writing, students consider the appeal of their own favourite meeting place. Why is the place of special interest? How often do they frequent that meeting place? What alternative meeting places might they consider? What is the culture of the meeting place – the typical people who are there, their habits, topics of discussion, manner of dress, food and drink preferences? They may also wish to describe or draw the important features of the meeting place. Discussion prior to or following this writing assignment presents a real opportunity to address issues of bias, diversity, opportunity, and inclusion entry.

Part B: How We 'Read' the Real World

1. Scanning activity: The teacher acquires copies of The Billboard Hot 100 hit record chart which contains a lot of information about ranking records in order of popularity. Song titles followed by the name of the singer, record label and catalogue number, and time on the chart are all included. The teacher designs a series of questions to help students practise scanning the chart:
    - Which song is number 3 this week?
    - For how long has it been on the chart?
    - Which song is on a particular label? And so on.

    A good example of this type of scanning activity may be found in Fry, *Skimming and Scanning*.
2. The teacher provides samples of non-linear text images. (See articles in such texts as *Mass Media and Popular Culture*, on topics such as malls, fast food restaurants, parks, and arenas.) Local facilities as seen in photographed images or line drawings provide context and detail clues. The students' task here is to read for detail, colour, sensory experiences, attitudes, and inference. There are many potential lessons here that focus on the language, purpose, and tone of the image. Comic books also provide clues to culture mapping and may provide a good opportunity to observe style and content of comics from other cultures and languages. (See, for example, "Frame by Frame: The Narrative Art of Comics," in *Elements 10*, 280.)
3. The students work in small groups, choosing one or two members to gather information about local meeting places from the places themselves and from the local chamber of commerce, tourist bureau, and so on. Placemats, menus, business cards, and flyers are all suitable material, if available.

Students should also check ads in the Yellow Pages, and newspaper advertising sections for information. The teacher must ensure that only one student visits each location to collect materials so that businesses are not losing large quantities of key materials.

4. Other students in the group use their survey to collect data from their chosen target population(s). Information from Strategy 2 and from the survey will be shared and used to develop a summary.
5. Students begin to incorporate their experiences in reading visual images, their survey results, and their additional information into development of a Meeting Place collage that visually investigates a thesis addressing these questions:
   - What is important to me about my meeting place?
   - Why do I go to this place?
   - What does this place state about my culture?

   The concept of the Meeting Place collage incorporates visual information about the students' preferred meeting place, but also expresses in writing a series of statements about the student's interests, self-image, value set, and ability to draw conclusions. The collage along with the summary writing and appropriate headlines, individual statements, and collected quotes provide a major component of the student's zine in Activity 4. The actual assignment is based on a technique called the Verbal-Visual Essay found later in this activity and in Appendix C which may be distributed to students at this point.
6. The teacher will incorporate mini-lessons on the paragraph, focusing on one specific topic that can be developed as description, narration, explanation, or opinion. The parts of the paragraph are formally addressed here: topic, body, and conclusion. (See Aker, Archer, or Sebranek for assistance.) Details from the senses, memory, and imagination help the paragraph to take shape. Students are encouraged to choose one of these paragraph approaches for their summary.
7. The teacher helps students to understand the format of a summary through examples and comparison exercises using highlighters to trace words and sentences from the original piece in the summary. (See writing support materials on the EQAO website, and Harcourt Canada's *Literacy Skills Test Preparation Workbook* for assistance, as well as Appendix B.)
8. Students practise by summarizing the events of the class in their Portfolio of Written Responses, recalling the key ideas and the most important details. To assist their understanding, students may assume that they are writing the class summary for an absent peer. (See appendices to Unit 2 for procedure for The Summary and *Literacy Skills Test Preparation*.)

Part C: How We Interpret the 'Real' World

In this activity, students explore the process of decoding clues from their selected "meeting places," including descriptive detail. They also decode information on general websites, and continue work on the summary and Meeting Place collage.

1. Scanning a Web Page activity: Conducting research on the Web can be very intimidating. When you begin with a general subject, you find a website that includes links that explore specific topics. To assist students, the teacher downloads and photocopies a general website, one with text and photo images, and develops a set of scanning questions that investigate various navigational points and links. (See Jamestown: *Skimming and Scanning* for assistance here.) Questions may include: If you want to find information about…, where would you click? Which link would you click on to…? How can you find out about…? Students use the questions to scan the website map.
2. The teacher selects a sample from a work such as *Interactions One*, "Advertising: The Selling of a Product" to give students more practice with reading skills such as pre-reading, predicting meaning from context, recognizing main idea patterns, understanding detail, and follow-up discussion questions. Students may use these strategies for their own work on decoding or reading meeting place photos and information.

3. The teacher provides an opportunity for further practice with reading skills, especially skimming for main ideas, and inferring, and with writing skills, especially opinion writing supported by fact, and summarizing information. Suggested texts are “Smart Shopping” from *Interactions One*, “Structuring Your Web Site” in *Elements 10*, or “My Body” in *SightLines 10*. Any of the “Media Works” selections in *SightLines 10* also provides ample material for interpretation.
4. Students begin writing their summaries based on information they have collected about their selected meeting place. This will become the second polished piece to be submitted for formative assessment, and then later reconstructed as a portion of their zine. Including Strategies 5 and 6, this is, minimally, a two-day activity which permits time for drafting the summary, peer editing, revising, and polishing.
5. The teacher provides a lesson and exemplars to demonstrate the use of transition words that show location, time, comparison, contrast, emphasis, summary, clarification, or additional information to help bridge ideas from sentence to sentence, and paragraph to paragraph. Students write a descriptive paragraph comparing two meeting places as a Portfolio of Written Responses entry. They use some of the techniques from the lesson in their entry.
6. Students reflect on their proposed meeting places in their Record of Learning and take time to map out their projects.

Part D: Meeting Place Collage

1. The teacher selects a short fiction or non-fiction narrative such as “Something to Cheer About” in *Be a Better Reader, Level A* to introduce students to the concept of conflict, context clues to assist meaning, comprehension, inference, and connections to real life. This short warm-up sets the stage for drawing inferences from images in advertising, and the conflict which may exist in ads between reality and associated meanings.
2. Scanning for information: Magazine Ads. It is important for a consumer to examine products and to understand the psychology of advertising, as this is one of the most aggressive informational texts we read and students are likely to be subjected to subtle and overt forms of advertising in their meeting places. The teacher and students gather/contribute/select several magazine advertisements for students to scan. The teacher provides questions that allow students to scan and analyse the information:
    - What product is advertised?
    - Who is the intended audience for the ad? Why might it appeal to that audience?
    - Who are the characters in the ads? What images do they convey?
    - What does the ad lead the reader to think about the product?
    - What misinformation may exist in the ad?
3. The students work towards completion of their Meeting Place collage and the summary of their investigations into their own meeting places. This activity will take a major part of at least two classes. They may now wish to consider the conflict between reality and associated meanings in their chosen meeting place, e.g., the cinnamon buns and hot chocolate at the donut shop which are “as good as the treats from grandma’s kitchen”.
4. Using student samples (with permission, and perhaps anonymously) the teacher leads an examination of the differences among narrative, expository, and descriptive approaches to the summary paragraph. Students may elect to change their approach. Further teacher focus is on use of varied language and synonyms in writing.
5. In a third class, students share their final version of the assignment with peers, inviting feedback and assessment. The teacher provides a comment form for students to use as they do a “gallery walk,” perusing the finished products. The teacher develops and provides a checklist and formative rubric for students for this portion of the assignment. This checklist or rubric could be co-designed with the students and may be used for self-, peer, or teacher assessment.

6. Students may write a Portfolio of Written Responses entry reflecting on the work they have seen during their "gallery walk" or a Record of Learning entry to record some of the reading and writing techniques which they have consolidated through the Meeting Place collage task.

Assessment/Evaluation Techniques

Formative

- teacher assessment of students' reading comprehension, vocabulary, critical thinking inventories using observational checklist;
- checklist and/or rubric for elements of Meeting Place collage task to be used for self, peer, or teacher assessment;
- Record of Learning submitted to teacher for formative assessment.

Summative

- rubric for summary writing, and for Meeting Place collage to be completed either separately or at end of unit as part of zine.

Accommodations

- See *The Ontario Curriculum Planner, Teacher Companion* for full accommodations list.
- Provide frequent opportunities for conferencing and feedback on the student's draft writing.
- See teaching/learning strategies for ideas of multiple intelligence work.
- Provide graphic organizers to structure the reading content.

Resources

Andersen, Neil, et al. *Literature and Media 10*. Scarborough: Nelson Publishing, 2000. ISBN 0-17-618719-7

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Toronto: Harcourt Canada Ltd., 1998. ISBN 0-7747-0197-8

Barry, James. *Global Reading Safari Teacher's Guide*. Scarborough: Nelson Thomson Learning, 1994. ISBN 0-17-603988-0

Crane, Mary, Barbara Fullerton, and Amanda Joseph. *SightLines 10*. Toronto: Prentice Hall, 2000. ISBN 0-13-082171-3

Davies, Richard, Glen Kirkland, and Jeff Siamon. *Crossroads 10*. Toronto: Gage, 2000. ISBN 0-7715-1332-1

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough: Prentice Hall, 1999. ISBN 0-13-012922-4

Duncan, Barry. *Mass Media and Popular Culture*.Version 2. Toronto: Harcourt Brace, 1996. ISBN 7747-0170-6

Duncan, Barry, Sue Harper, Douglas Hilker, and Andrea Mozarowski. *Transformations*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-0168-4

Fry, Edward B. *Skimming and Scanning*. Lincolnwood, Ill: Jamestown Publishers, 2000. ISBN 0-8092-0363-4E

Hilker, Douglas and Sue Harper. *Elements of English 10*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-0594-9

The Jamestown Comprehension Skills Series with Writing Activities. Third Edition. Lincolnwood, Ill: NTC/Contemporary Publishing, 2000. ISBN 0-8092-0154-2

Jamestown Signature Reading Series. Lincolnwood, Ill: NTC/Contemporary Publishing, 2000. ISBN 0-8092-0304-9E

Kirn, Elaine and Pamela Hartmann. *Interactions One: A Reading Skills Book.* Toronto: McGraw- Hill, 1996. ISBN 0-07-034917-7

Literacy Skills Test Preparation Workbook: A Preparation Guide for the Grade 10 Test of Reading and Writing Skills. Toronto: Harcourt Canada, 2000. ISBN 0-03-998819-8

Sebranek, Patrick, Dave Kemper, and Verne Meyer. *Write Source 2000*. Scarborough: Nelson Publishing, 1999. ISBN 0-17-618700-6

Smith, Nia Banton. *Be A Better Reader Level A, C.* New Jersey: Globe Fearon Educational Publisher, 1997. ISBN 0-8359-1916-1; 0-8359-1922-6

Activity 3: Making Inferences/Drawing Conclusions from Linear and Non-Linear Text

Time: 375 minutes

Description

Students begin work on developing a short report in the form of a media critique investigating linear and non-linear text forms, e.g. billboard, advertisement, pamphlet, brochure, map, or sign. The report task includes a research component using the Internet, visual representations such as magazines, newspapers, and journals, as well as instruction on the report template. Further exercises in paragraphing, punctuation, and writing coherent sentences focus the writing. Reading includes exercises in reinforcing the key media concepts, drawing inferences, making judgments, and drawing conclusions.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.02 - demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;
REV.03 - explain the use of specific elements of style in a variety of contemporary texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work;
WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge, and responding imaginatively;
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points;
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts;

RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively;
RE3.02 - explain how authors use simile, metaphor, personification, and foreshadowing to communicate thoughts, feelings, and information;
RE4.02 - use word-identification strategies while reading;
RE4.03 - use context to determine the meaning of unfamiliar words;
WR1.02 - make research plans based on information needs;
WR1.03 - locate and record information from a variety of print and electronic sources;
WR1.04 - assess information to determine its relevance, sufficiency, and accuracy;
WR2.01 - demonstrate an understanding of form in written work, with an emphasis on narratives, summaries, reports, letters, and short essays;
WR2.02 - describe the form, purpose, and intended audience for each piece of writing;
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types;
WR3.02 - organize sentences about a topic into coherent and unified paragraphs;
WR 3.03 - organize paragraphs into coherent and unified narratives, reports, letters, and short essays;
WR4.01 - revise drafts to strengthen the content
WR4.02 - revise the organization of drafts to improve clarity of thought and expression;
WR4.03 - revise drafts to improve coherence;
WR4.04 - revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience;
WR5.01 - incorporate information from research into written work by using quotation marks and consistent documentation;
WR5.02 - describe and use strategies to edit, proofread, and correct written work.

Planning Notes

- The teacher prepares a report template, a lesson to model or demonstrate the writing of a report, and exemplars for students to use as models.
- The teacher collects signs, billboard images, record cover jackets, advertisements, mall maps, and other non-linear text. Students are encouraged to do the same.
- The teacher may wish to draw on the expertise of an art teacher or senior art student to provide further information or be a guest resource person for Part A, Strategy 2.
- An activity overview reacquaints the students with the goals of this section of the unit, the time allocated for each section and the assessment/evaluation components.
- The teacher prepares a checklist for students to track their completion of each component of the activity, and monitors the individual progress of the students' development of their reading and writing skills.

Prior Knowledge Required

- Students consistently demonstrate improvement toward mastery of their reading and writing skills as established and monitored through Unit 1, and earlier components of Unit 2.
- Students demonstrate growing proficiency in using computers for researching, data management, word processing, editing, and desktop publishing.
- Students develop confidence in their ability to record, articulate, and assess information that is relevant to their learning.
- Students continue to take ownership for the materials they study. Students are encouraged to bring in images, non-linear and linear text as samples to further their breadth and depth of study.
- Students read magazines, novels, and informational texts both for recreation and for necessity, and can conduct significant discussion surrounding the messages these media texts provide.

Teaching/Learning Strategies

Part A: Reading Environmental Print

1. Skimming activity: The teacher supplies copies of a newspaper or magazine article, with vocabulary, comprehension, analysis, and critical thinking questions such as those in *The Jamestown Skimming and Scanning Series*. Students skim the article and respond to the questions.
2. To heighten their awareness of visual text, students investigate a variety of media images, for example any of the "Media Works" lessons in *SightLines 10*. Students consider the following questions as they "read" visual text:
   - What is the medium used?
   - What message is communicated? In your opinion, is there more than one message in the image?
   - Explain how colour, blank space, or the combination of linear and non-linear text contributes to the communication of the message. (See Planning Notes above.)
3. Based on this reading activity, students focus on research for developing a short report to be included in their zine in the next activity. The report focusses on the theme, image, message or genre of a chosen media text.
4. The teacher hands out the Report Template and, in a shared writing activity, helps students to draft a template based on the reading exercise in Strategy 2. (See Appendix C *and Literacy Skills Test Preparation Workbook.*)
5. Students brainstorm in partners, select an individual focus, and begin organizing research direction for their reports. They spend time recording their ideas and thoughts about the process they will follow in their Record of Learning.
6. Students practise expository paragraph writing, with the punctuation focus on the dash, parenthesis, hyphen, quotation marks, italics, and apostrophe.

Part B: Researching the Art of Persuasion

1. Teacher and students may find/contribute/select a number of posters, CD jacket covers, or other images. A good source here is *Literature and Media 10* (Nelson) or *SightLines 10* (Prentice Hall). Review techniques of representing in, for example, *ResourceLines 9/10* (Chapter 5), or " Analyzing Visual and Media Works" in Unit 4 of Elements 10. Use mini-lessons to help students navigate through fairly dense material on designing and experimenting with non-linear formats such as 'Information Illustrations', 'Drawings and Paintings', 'Posters', 'Collages', 'Leaflets', 'Computer Graphics', 'Multimedia Presentations', 'Advertisements', and so on. A careful investigation of some of these communication forms assists students both in preparation of the current research and report writing, as well as for the culminating activity for the unit, the zine construction. Through teacher-guided discussion and collaborative, co-operative tasks, students understand the particular qualities of these non-linear forms and how an audience 'reads' the messages through content and subtle subtext.
2. The teacher helps students to consolidate an understanding of writing persuasive paragraphs and writing with style through short exercises using models/exemplars from newspaper editorials, magazine columns, or anthologies (e.g., *Write Source 2000* p. 130). The focus on mechanics through this part of the unit is on capitalization, plurals, abbreviations, and correct use of numbers.
3. Students begin the research process including planning, identifying and gathering information, evaluating the information, organizing and documenting information. (See *ResourceLines 9/10*, or *Reading and Writing for Success*.) Students select from a variety of images as suggested by the teacher and begin to develop a short research piece on the impact of the image. *Language and Writing 10* (Nelson) offers an excellent section (Unit 8) on report writing, as does the *Literacy Skills Test Preparation Workbook* (Harcourt Canada).

Part C: Research Report

1. The teacher asks students to consider the basic requirements of this assignment:
   - What is the purpose?
   - Who is your audience?
   - How will the format work?
   - What are the evaluation criteria and deadlines?

   The teacher helps students to understand the basic requirements, then assists students in developing a KWL chart (Know, Want to Know, Learned), brainstorming ideas, and mapping the process.
2. Students spend the next two classes retrieving information for their report through a variety of means such as books, the Internet, non-print resources, first-hand observations, interviews, and questionnaires with which they are familiar. This process provides students with several opportunities to demonstrate their ability to navigate resources, a necessary skill for later units in this course.
3. Students evaluate information for relevance, accuracy, reliability, and objectivity as they develop their report. This is a good opportunity for teacher intervention on the use and abuse of Internet sources. A website may look and sound authoritative, with fabulous layout and graphics, but the information may be flawed or biased. To evaluate a website, students must consider:
   - Who is the author and how authoritative are his/her credentials?
   - Who is the sponsoring or hosting organization and what objectives does the organization have?
   - What is the origin of the source, e.g., there may be a bias toward the home country in the links, data, and points of view presented?
4. Students complete their note taking and documenting of their sources.
5. Using the report template provided by the teacher (Appendix D), students develop a short report on their chosen image. Students work through the reading and writing process as outlined earlier in this unit, developing expertise in scanning information, making inferences from the reading, judging the validity of the information presented, supporting peers in information gathering and sorting, and the process of editing, proofreading, and assessment with substantial teacher support.
6. Students continue to monitor their progress with reading speed and comprehension, as well as through self and teacher-monitored Record of Learning.

Assessment/Evaluation Techniques

Formative

- teacher observation checklist of research process
- teacher assessment of report writing process, using a checklist or rubric
- teacher assessment of student Record of Learning
- peer assessment of editing, proofreading process

Summative

- research report rubric (to be evaluated now or with zine)
- reading comprehension, vocabulary, critical thinking formal assessment

Accommodations

- See approaches outlined in Teaching/Learning Strategies.
- See the *Ontario Curriculum Unit Planner, Teacher Companion* for a full schedule of accommodations.
- Concentrate on teaching one skill at a time and evaluate accordingly.
- Explore and share prior knowledge of topic to provide context and background for reading and writing.
- Provide extra time to complete assignments. This is very important given the rigour of this activity.

Resources

Aker, Don and David Hodgkinson. *Language and Writing 10*. Scarborough: Nelson, 2000. ISBN 0-17-618720-0

Andersen, Neil, et al. *Literature and Media 10*. Scarborough: Nelson, 2000. ISBN 0-17-618719-7

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Toronto: Harcourt Canada Ltd., 1998. ISBN 0-7747-0197-8

Crane, Mary, Barbara Fullerton, and Amanda Joseph. *SightLines 10*. Toronto: Prentice Hall, 2000. ISBN 0-13-082171-3

Duncan, Barry. *Mass Media and Popular Culture Version 2*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-0170-6

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough: Prentice Hall, 1999. ISBN 0-13-012922-4

Fry, Edward. *Skimming and Scanning*. Lincolnwood, Ill: Jamestown Publishers, 2000. ISBN 0-8092-0363-4E

Literacy Skills Test Preparation Workbook: A Preparation Guide for the Grade 10 Test of Reading and Writing Skills. Toronto: Harcourt Canada, 2000. ISBN 0-03-998819-8

Sebranek, Patrick, Dave Kemper, and Verne Meyer. *Write Source 2000*. Scarborough: Nelson Publishing, 1999. ISBN 0-17-618700-6

Activity 4: Creating a Zine (Culminating Activity)

Time: 375 minutes

Description

In this activity, students begin to develop a zine. A zine is a personal magazine that may investigate the writer's point of view on a number of issues, or it may be thematic and singularly focused. Traditionally, the zine is a handcrafted collection of an individual's writings on an issue, and includes personal artwork either in the form of pictures, photos, graphic images, scanned images, and other indicators of the personal flair of the zine's creator. While it is not a newspaper, it may hold opinions on current events or personal styles. The zine culture, at one time underground and exclusive, has found enormous popularity among young people who create, write, design, and market their product. Zines are like trading cards with appeal to many different types of people – from the conservative to the avant garde, from the sports enthusiast to the classical musician, from the reluctant reader to the most articulate teen. Zines provide a venue for expression that is both private and public. The students in this course have an opportunity to create either their own fully developed zine, or to participate in the creation of a collective zine depending on their proficiency, creativity, and industry. The final product may be anywhere from four to twelve pages, again depending on the energy and co-operation of the creator(s). Typically, the zine is photocopied and dispersed to friends, other zine enthusiasts, or marketed through less than conventional outlets. The whole activity includes final products from the previous three weeks as well as other polished works the students develop over this week.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.01- demonstrate an understanding of a variety of contemporary texts;
REV.03 - explain the use of specific elements of style in a variety of contemporary texts;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;

WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts;
RE1.05 - compare their own interpretations of texts with those of others;
RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively;
RE 4.04 - use print and electronic dictionaries, thesauri, and reference texts to clarify the meaning and pronunciation of antonyms, synonyms, homophones, homonyms, specialized language, and commonly confused words;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing;
WR1.02 - make research plans based on information needs;
WR1.03 - locate and record information from a variety of print and electronic sources;
WR1.04 - assess information to determine its relevance, sufficiency, and accuracy;
WR2.03 - use the appropriate person and level of language for a specific form, purpose, and audience;
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types;
WR3.02 - organize sentences about a topic into coherent and unified paragraphs;
WR 3.03 - organize paragraphs into coherent and unified narratives, reports, letters, and short essays;
WR4.01 - revise drafts to strengthen the content;
WR4.02 - revise the organization of drafts to improve clarity of thought and expression;
WR4.03 - revise drafts to improve coherence;
WR4.04 - revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience;
WR4.05 - use print and electronic dictionaries, thesauri, and reference texts to select precise and appropriate vocabulary and find alternative phrasings for awkward constructions;
WR5.02 - describe and use strategies to edit, proofread, and correct written work;
WR5.03 - identify and use appropriate and effective techniques and formats to publish written work;
WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

Grammar and Usage: identify the rules of subject-verb and pronoun agreement and apply them correctly;
Grammar and Usage: identify and use correctly the principal parts of irregular verbs;
Spelling: identify and apply a wide variety of spelling patterns, rules, and strategies to recognize and correct spelling errors;
Spelling: spell correctly specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns;
Punctuation: identify the use of effective punctuation when reading and use punctuation correctly when writing.

Planning Notes

- The teacher develops an Activity Overview that establishes the activity focus, timelines, related activities, and the rubrics and checklists used for the activity.
- The teacher provides a range of exemplars of zines for students. Samples may come from known student work already available, or by visiting appropriate websites which may be pre-selected by the teacher. Books on creating zines are available at major bookstores.
- The teacher provides discussion and charting materials for the first part of this activity.
- The teacher arranges for student access to computers as required. The teacher and students provide resource materials to help students construct the zine (e.g., markers, magazines for photos, images, and headline letters, gel pens, construction paper or newsprint).
- Since expectations for this unit have been addressed previously, this culminating activity provides consolidation for students.

Prior Knowledge Required

- Students know, understand, and practise the school policy on appropriate and ethical use of the Internet.
- Students have some skills in word processing, designing, and desktop publishing.
- Students demonstrate competency in skimming, scanning, comprehension, and critical thinking as well as in sentence writing, paragraph construction, summary and report writing.
- Students understand and use correct punctuation, grammar, and sentence structure, and have developed awareness of some of the literary devices listed in the specific expectations.
- Students show sensitivity to issues of bias.

Teaching/Learning Strategies

Part A: Examining Zines

1. The teacher presents several zines to groups of no more than four students. Students deconstruct the information and presentation of material in these publications and develop a set of guidelines that govern the creation, construction, and distribution of the zine. For example, they may discover the number of pages, the number and types of pictures or illustrations, the number of "articles," the presence or absence of "advertising" – basically the structural pieces or skeleton of the zine. Students may also wish to examine zine sites (pre-selected by the teacher) on the Internet. The teacher distributes the Activity Overview which details the work which students will undertake for about a week (five or more classes).
2. Working in their groups, students then consider the following elements of zine creation:
    - a topic or theme statement around which the zine focusses – sports, music, the arts, recreation, body image, intellectual pursuits, the essence of 'cool,' and so on;
    - the articles inherent in the zine – music reviews, personal writings, summaries of issues, reports on popular culture figures, icons and trends, personal reactions to music charts, newsworthy items with a twist;
    - the 'look' of the zine – photo images, drawings, graphs, charts, colour, personalization by the author
    - bias as a form of self-expression (sensitivity required here in choice of sample zines)
    - reasons for popularity of this communication form – including non-standard language and syntax choices, unconventional spellings, and avant garde structure
3. To close this portion of the activity, each group develops a chart of the elements found in their sample zine. This template becomes part of the checklist and rubric for the culminating activity.

Part B: Researching, Creating, and Drafting Student Zines.

1. Students decide on the focus of their zine. The teacher assists students in decisions about the length of their zine. For some students, a four-page product is conceivable; for others, a one-page effort is more reasonable. The class may decide to share the load and produce one large zine with many individual contributions, drawing on the strengths and talents of different class members. Regardless, each student is responsible for completing the project according to the decision that is made.
2. Students develop a 'dummy master' of the zine (perhaps using newsprint paper), indicating the graphics, style elements, and information to be positioned in the final version. Students may elect to do text portions using a computer word-processing program, and choosing a particular font and type size to achieve their zine style. Students may also wish to examine zine websites for ideas about content and design. Teacher intervention here ensures that the final products demonstrate the students' best work.
3. The 'dummy master' organizational model is assessed by the teacher before work continues on the project, using a rubric co-created with students based on Part A, Strategy 3. The teacher provides interventions in the form of re-teaching of skills to individuals or small groups as indicated by the review of this draft. The rubric may be amended at this point, based on the knowledge students gained during this draft stage, and to include "Application" of language and media conventions, the writing process, and technology.
4. Students gather, select, and assess relevant, appropriate materials to include in their zine. Among the necessary components are the formative assessments completed earlier in this unit, i.e., the news story, the summary, the Meeting Place collage, and the research report. As well, students may choose to adapt and include Record of Learning entries, personal insights into the music industry, trend watching, personal heroes, music reviews, and photos or drawings that are relevant to their zine's theme.
5. The assembly of this product takes time. Students may need assistance and encouragement to take creative risks in the development of their zine. The overall structure for the zine is established by the student's proficiency and/or desire to use computer technology. Students are encouraged to use the computer to word process their written pieces for a "professional" look. As problems arise, the teacher intervenes on an individual or whole class needs basis.
6. Each student prepares a revised draft for a specified date for peer editing, formative assessment and feedback before committing the final glue to paper.

Part C: The Zine Completed

1. Students use the feedback from the formative assessment to determine their final product. Editing and final proofreading are completed and the zine checked against the criteria of the checklist and rubric developed earlier in the unit.
2. The final product is collected, evaluated by the teacher (using the rubric), and shared within the class. A gallery walk, with zines displayed around the room, on board or bulletin board ledges, allows all students an opportunity to browse and read the zines of their choice. A carousel or storefront presentation (with one-third of the class presenting their zines at various 'stations' around the room, and two-thirds acting as audience) allows the creators to explain their products in a little more depth. Either of these methods is a good way to share the final products. When students share their zines, they are not obliged to display the teacher's evaluative rubric unless they wish to do so.
3. Students use a Record of Learning entry to reflect on the activities of the unit, the successes and frustrations with component assignments, and how they have added to and improved their reading and writing skills. The Records of Learning at this point also provide a diagnostic tool for the next unit of study.

Assessment/Evaluation Techniques

Diagnostic

- teacher observation of Record of Learning; student checklist

Formative

- checklist of zine elements
- assessment rubric for zine draft (may be co-created by teacher and students)
- assessment of 'dummy master' template using rubric
- self and peer assessment, writing response

Summative

- rubric for final zine product

Accommodations

- See the *Ontario Curriculum Unit Planner, Teacher Companion* for full list of accommodations
- Negotiate the required length and appropriate deadlines for assignment.
- Clarify questions for the student and encourage student to rephrase questions in student's own words.

Resources

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Toronto: Harcourt Canada Ltd., 1998. ISBN 0-7747-0197-8

Barry, James. *Global Reading Safari Teacher's Guide*. Scarborough: Nelson Thomson Learning, 1994. ISBN 0-17-603988-0

Block, Francesca Lia and Hillary Carlip. *Zine Scene: Do It Yourself Guide to Zines*. Girl Press, 1998. ISBN 0-96-597543-6

Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. Scarborough: Prentice Hall, 1999. ISBN 0-13-012922-4

Kalmar, Veronika. *Start Your Own Zine*. Little Brown & Company (Canada), 1997. ISBN 0-78-688217-4

Appendix A – A Ten Point Editing Checklist

Name:	Task:			Date: / /
A Ten Point Editing Checklist		Yes	No	I noticed/I suggest…
1	The ideas are clearly stated.			
2	The purpose is clear.			
3	The message is clear.			
4	The beginning, middle, and end are clearly defined and are unified.			
5	Details (and quotations) support the main idea.			
6	Word choice is accurate and colourful.			
7	The level of language choice is appropriate for the subject and audience.			
8	The sentences have varied beginnings and are of varying lengths.			
9	The sentences move logically from one to another.			
10	Grammar, punctuation, and spelling rules are followed.			
Other helpful comments: Signed:				

Appendix B – The Summary

A summary is a concise version of an original text, which retells the key ideas and the most important supporting details. It is always much shorter than the original work. In a summary, you can:
- combine information from two or three sentences into one sentence;
- omit added explanations or examples;
- remove repeated words;
- write one sentence to state the main idea of each paragraph;
- add your own words to link sentences smoothly;
- substitute one word for several.

How to write a summary:
- Read the whole selection first. Then ask yourself, "What are the main points?"
- Find the topic sentence in the first paragraph and highlight it. Then highlight other important detail words or phrases
- Condense the highlighted information into one sentence.
- Read remaining paragraphs in the same way, condensing information into one or two sentences per paragraph.
- Check transitions within sentences to ensure smooth reading.
- Reread original to ensure you did not miss anything important.
- Share with a partner to recheck, change, add, or further delete as necessary.

Appendix C – The Meeting Place Collage

The Meeting Place Collage Assignment

The Meeting Place Collage incorporates a visual component as well as a written summary, explanation, and headlines about a specifically chosen meeting place. The meeting place may be real or imaginary, but must reflect at least five pieces of selected research that have helped the student to reach logical conclusions about the meeting place. The assignment works in four parts: the collection of information from non-linear and linear text; the sorting, classifying, and recording of the information; the packaging of the information into a thematically-linked visual and written presentation (representing techniques of summary and critical analysis); and an evaluative, reflective written response.

The Visual Part:

- Select a topical theme for your meeting place, such as The Park, The Arena, The Mall, Main Street, The Donut Shop, or brainstorm with the class other possibilities. Remember that the meeting place may be within your community, or it may be an imaginary place (consider cartoon places or other fictional locations). Be aware that you must find at least five pieces of information about the meeting place to make the collage work.
- Select five real, tangible statements about the meeting place from a number of resources, including brochures, maps, Internet sites, newspaper or magazine clippings. These may be wholly developed stories or descriptive headlines, or image fragments whose figures of speech have enticed you (alliteration, puns, metaphors, or similes).
- Create five more statements from your own experience with this meeting place that further develop the statements you selected above. These statements should enhance the audience's understanding of the powerful impact the meeting place has on you.
- Find or create five visual representations of the meeting place which support your ideas, and help to develop your argument concerning the importance of the meeting place to you (and your culture). These visuals may be photographs you take, or images cut from an existing bank of images, or from brochures, maps, magazines, newspapers, logos, charts, graphs, etc.
- Arrange all of these elements into a visually appealing two- or three-dimensional piece of work. Be careful to remain focused on the intent of the project, which is to investigate the role and appeal of your meeting place by interpreting and assessing implied and overt information and messages.

The Written Part:

- Focus on the summary writing lesson completed earlier in this activity.
- The written portion will have at least five components to it:
    - an introduction that indicates your intention for the collage;
    - a series of two or three supporting statements for your introduction;
    - at least one (or as many as three) body paragraph(s) which clearly direct(s) your discussion, and include(s) examples from your visuals and statements;
    - an explanation as to why you have chosen your visuals and statements to represent your meeting place;
    - a list of locations (works cited) from which you developed your written and visual representation.

Adapted from the concept of James Barry's Verbal/Visual Essay as described in *Global Reading Safari Teacher's Guide*. (See Resources.)

Appendix D – Report Template

A Report Template

Introduction:
- Introduce the topic and classify it or put it in a category.
- In two or three sentences, give the reader a “map” of topic intention.

First Sub-topic:
- Define your topic and give some general or background information about it.
- Make several key points with information from research.
- Write a transitional sentence or question.

Second Sub-topic:
- State further general information in a logical topic sentence.
- Make key points from research.
- Write a transitional sentence.

Third Sub-topic:
- State further general/specific information in a topic sentence.
- Make key points from research.
- Write a transitional sentence.

Conclusion:
- Restate some of your key points.
- Write an emphatic concluding sentence.

Appendix E – Reading Progress Chart

Student Name:			Class:		
	Date	Title of Selection	Number of Words	Time	Comprehension number right/total
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Unit 3: Downtown and Around Town

Time: 25 hours
Unit Developers: Barry McKillop, Cathy Costello
Development Date: July 2000

Unit Description

Students use community resources as a source for practical reading, focusing on informational texts such as community guides, tourist brochures, take-out menus, community service announcements, flyers, newsletters, playbills, and other non-fiction information sources to develop a community profile. Students use local entertainment opportunities such as sports events, concerts, plays, and movies as points of reference in developing their community profile, writing responses, reviews, or summaries. Students read excerpts from contemporary plays that strengthen their understanding of the importance of community. They interpret and respond reflectively, by comparing their own experience with that of the characters in the play and by demonstrating their knowledge of the elements of drama, with an emphasis on plot, character development, conflict, and dialogue. Students demonstrate understanding of form, purpose, and intended audience, as well as appropriate person and level of language inherent to dramatic and practical reading texts. In preparing the writing tasks for this unit, students may design a brochure with essential services and resources for young people new to their area; construct a directory of services available in their community; or design a promotional package for a cultural, entertainment, or sporting event. Emphasis is on the writing process with the focus on revision, editing, and proofreading. Using appropriate and effective techniques, which may include desktop publishing, students complete publication of their final product.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills
Overall Expectations: REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.
Specific Expectations: RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, RE2.01, RE2.05, RE3.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04.

Activity Titles (Time + Sequence)

Activity 1	Our Town	75 minutes
Activity 2	Community Profile	300 minutes
Activity 3	Community Use Survey and Report	450 minutes
Activity 4	Hanging Out	300 minutes
Activity 5	Culminating Activity – A Community Guide	375 minutes

Unit Planning Notes

- The teacher gathers community information brochures, community guides, and relevant sections of local newspapers (community calendar) to be used as samples throughout this unit. These samples may be obtained from other communities, or retrieved using the Internet.
- The teacher schedules access to computers for Activity 3 and Activity 5. If the facilities and expertise are available, students may "publish" their brochure, directory, or promotional package in a website format.

Prior Knowledge Required

- The students have demonstrated an understanding of the elements of contemporary and “environmental” texts such as popular magazines, billboards, mall maps, and signs during activities in Units 1 and 2.
- The students have demonstrated an ability to compare their own interpretations of texts with those of others.
- The students have demonstrated an ability to choose and record relevant information from a variety of sources including informational text and Internet websites.

Teaching/Learning Strategies

This unit draws upon a wide array of teaching/learning strategies. Whole class activity supports students in:

- understanding the focus for the unit;
- setting directions for small group and individual activity;
- becoming familiar with the assessment and evaluation focus;
- brainstorming topic ideas;
- examining models of informational text in the form of brochures and pamphlets.

Small group activity is used to:

- generate ideas;
- compare approaches;
- support reading comprehension;
- provide feedback regarding writing activities.

Individual activity is used to:

- gather information;
- sort and classify information;
- report information;
- demonstrate the attainment of the expectations.

Assessment and Evaluation

Assessment and evaluation carried out include:

- a checklist of expectations that is a class-wide focus for the unit
- a checklist of expectations that have been identified by each student as a focus for individual improvement (these expectations will likely be drawn from those addressed during Units 1 and 2)
- a rubric for the reading components of the unit (developed using the *Ontario Curriculum Unit Planner*)
- a rubric for the written components of the unit (developed using the *Ontario Curriculum Unit Planner*)
- a checklist that supports students in tracking completion of the required components of the unit
- a feedback guide to be used in support of peer editing and peer feedback during the review phase of the culminating activity (Activity 6)

Resources

Aker, Don and David Hodgkinson. *Language and Writing 10*. Scarborough: Nelson, 2000.
ISBN 0-17-618720-0

Andersen, Neil, et al. *Literature and Media 10*. Scarborough: Nelson, 2000. ISBN 0-17-618719-7

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing For Success*. Toronto: Harcourt Canada, 1998. ISBN 0-7747-0197-8

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing For Success Teacher's Guide*. Toronto: Harcourt Canada, 1998. ISBN 0-7747-0198-6

Barclay, Susanne and Diane Patterson. *Galaxies II*. Don Mills: Addison-Wesley, 1991. ISBN 0-201-50438-3

Costello, Catherine, Ted Palmer, and Mary Lou Smitheram. *Contacts: Teaching Communication Across the Curriculum*. Toronto: OSSTF, 1997. ISBN 0-920-930-84-0

Duncan, Barry, Sue Harper, Douglas Hilker, and Andrea Mozarowski. *Transformations*. Toronto: Harcourt Canada, 1996. ISBN 0-7747-0168-4

Hilker, Douglas and Sue Harper. *Elements of English 10*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-0594-9

Kirkland, Glen and Richard Davies. *Dimensions II*. Toronto: Gage, 1996. ISBN 0-7715-6856-8

Ontario Ministry of Education and Training. *Ontario Curriculum Unit Planner, Version 2.0*. Toronto, 2000.

Activity 1: Our Town

Time: 75 minutes

Description

During this lesson, students become familiar with the Unit theme, Downtown and Around Town through a variety of activities drawing upon their prior knowledge and opinions. They practise brainstorming strategies, and reinforce their abilities to organize and categorize information as they carry out a community inventory to set the context for other activities in the unit.

Strand(s) and Expectations

Strand(s): Writing Skills

Overall Expectations
WRV.03 - organize information, ideas, and supporting details in written work.

Specific Expectations
WR1.01 - describe and use strategies to generate ideas and explore topics for writing (e.g., brainstorm approaches to a topic).

Planning Notes

- The teacher may wish to refer to the Course Overview sheet, which was distributed to students at the beginning of Unit 1. The teacher may prepare and provide additional, more detailed information about the expectations and activities for Unit 3.
- The teacher prepares a simple chart organizer, and provides chart paper and markers to support the individual, small group, and whole class brainstorming and classifying activity.
- Copies of the local telephone book and sample information brochures/pamphlets are to be made available to support the brainstorming activity.

Prior Knowledge Required

- Students have experience working in partners and cooperative group structures.
- Students have some awareness of the features of their community.

Teaching/Learning Strategies

1. Think/Pair/Share: The teacher writes the topic Our Town on the board and asks students to spend a few moments reflecting on what the phrase means, and then to share their thoughts with a partner. Pairs of students then share their thoughts and ideas with the whole class, and the teacher records the responses in two columns on a chart. The teacher invites discussion about the division of student responses, and asks for suggestions to label each of the columns, e.g., "positives" and "negatives" or "We're proud of…" and "We're unhappy about…". The teacher asks students to decide whether each item on the chart is a fact or an opinion. (See Archer, 87-90.) To sum up this introductory activity, the teacher asks students to reach consensus on one place they could recommend that anyone new to the town (or their part of it) should visit or see. The teacher then provides students with an overview of the activities planned for this unit and reviews them, inviting students to seek clarification and to offer input to them.
2. The teacher reviews brainstorming strategies, i.e., write down as many ideas as possible; don't censor anyone's ideas, no matter how bizarre they may seem; springboard off other people's ideas to ensure that students understand that the goal is always to consider the broadest possible range of ideas/information related to the focus established. Then, using markers and large chart paper, students work in small groups to list as many places in their community as they can in the time allotted – three minutes. At the end of three minutes, group members initial their page, and pass their chart paper clockwise. All groups are given two minutes to add to the new list. (Ensure that each group has a different coloured marker.) After two minutes, the groups pass the pages again, and again each group adds to the new list. At the conclusion of this third round, groups return the pages to their original owners. During this process, the teacher may wish to record observations about student behaviour and roles in groups. Because students will work in co-operative group structures throughout this unit, the teacher may wish to provide some guidelines on group interaction, and/or group roles. (See *Reading and Writing for Success Teacher's Guide*, 53, or *Contacts*, 161-162.)
3. In their small groups, students compare their original lists with the additions. Each group then posts its list on the board. The teacher asks the whole class to consider all of the lists, and to add any places which may have been omitted and which students feel are significant.
4. The lists are likely quite random in nature, so now the teacher asks students to take the time to consider the nature of the various places, and to establish and name categories for them. The teacher may begin by suggesting some possible categories. A student recorder writes all the suggested categories that can be used to group the places cited on the board, e.g., residential, commercial, industrial, recreational, educational, entertainment, religious, cultural etc. At this point, students work individually with a chart organizer sheet, to examine the various posted lists and categorize the places/buildings. The teacher takes some time after a few minutes to discuss places that do not readily fall into categories and those places that fit into two, or more categories. Students may wish to adjust their lists.
5. Students complete the process of categorizing the places from the whole-class list using the identified categories. The completed lists are used to conduct a formative assessment of each student's ability to organize/categorize information, a strategy used later in the unit.
6. Time is spent reviewing the expectations that are addressed during this unit. Students are invited to target key expectations as a focus for individual improvement and special teacher support and to record those targets in the Record of Learning. They should also record what they have learned about brainstorming and categorizing.
7. As a possible follow-up or homework activity, students expand their "community inventory" by gathering ideas from friends and relatives, or simply by paying conscious attention to their immediate environment during the next few days.

Assessment/Evaluation Techniques

Diagnostic

- teacher observation of cooperative group behaviour

Formative

- teacher assessment of completed organizers with a focus on evidence of each student's ability to classify information according to relevant criteria (residential, commercial, industrial, recreational)

Resources

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing For Success*. Toronto: Harcourt Canada, 1998. ISBN 0-7747-0197-8

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing For Success Teacher's Guide*. Toronto: Harcourt Canada, 1998. ISBN 0-7747-0198-6

Costello, Catherine, Ted Palmer, and Mary Lou Smitheram. *Contacts: Teaching Communication Across the Curriculum*. Toronto OSSTF, 1997. ISBN 0-920-930-84-0

Accommodations

- Students who require more time to complete activities are given a time extension.
- Those who require support when recording ideas are paired with the teacher or a classmate who performs the role of scribe.
- Consult with student individual education plans (IEP) where relevant for specific suggested accommodations/modifications.

Activity 2: Community Profile

Time: 300 minutes

Description

This activity engages students in the process of developing a profile of their community with an emphasis on skills related to gathering, analysing, and presenting information in a graphical format. The aim here is to provide students with an opportunity to know more about their community and to appreciate what their community has to offer, or to reflect on important things it may lack. Inspiration is first discovered through literature, then students develop practical reading skills, using key sources of community information to add to the community inventory begun in Activity 1, e.g., local telephone directories, local newspapers, tourist directories, recreation calendars, municipal Internet sites. They may develop skills in primary source research by interviewing long time residents for history of, and anecdotes about, the community and writing or tape recording notes on these interviews. The culminating task for this activity is a Community Profile that sets out the places and people that define the local community. In a rural area, this community could be as broad as the entire school district or county, while in urban areas it could be the feeder area for the school.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;

WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work;
WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations
RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge, and responding imaginatively;
RE1.03 - use knowledge of the organization of texts to locate relevant information;
RE4.02 - use word-identification strategies while reading;
RE4.03 - use context to determine the meaning of unfamiliar words;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing;
WR1.02 - make research plans based on information needs;
WR1.03 - locate and record information from a variety of print and electronic sources;
WR1.04 - assess information to determine its relevance, sufficiency, and accuracy;
WR2.03 - use the appropriate person and level of language for a specific form, purpose, and audience;
WR4.04 - revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience;
WR5.03 - identify and use appropriate and effective techniques and formats to publish written work;
WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation.

Planning Notes

- The teacher establishes groups of four with the intent of having each group member take individual responsibility for one category of the Community Profile that is developed by each group.
- The teacher and students find/gather/contribute a variety of community resources to support this activity. These resources include telephone directories, local newspapers, maps of the local community, tourist guides (if available), a list of relevant Internet sites, a community business directory, community recreation guides, continuing education calendars.
- Assessment data gathered during Activity 1 is used to determine the focus for initial instruction during this activity, as well as group composition and intervention strategies that are used for individual students.
- The teacher prepares a clear description of the Community Profile activity, listing the expectations which will be addressed, the individual and small group responsibilities, a suggested process for gathering information, and the assessment and evaluation emphasis for the activity. (See Unit 3, Appendix A.)
- The teacher may schedule time for students to do Internet research.
- The teacher prepares checklists for process and data-gathering elements and may co-operatively create a rubric for the final written component.

Prior Knowledge Required

- The students have consolidated skills in sorting, classifying, and recording information from Activity 1.
- The students can use format elements, such as titles and visual supports to access information in print and electronic sources.

- The students can work co-operatively in a small-group setting, carrying out both group and individual responsibilities successfully.
- The students know, understand, and practise the school policy on appropriate and ethical use of the Internet.

Teaching/Learning Strategies

1. The teacher asks students to recall the decision they reached in the consensus exercise from the previous day's lesson, the one place any newcomer to town must see. Then the teacher asks students to consider what they might miss if they were to leave the town, or what they do miss from a previous place where they have lived. A student recorder may list some of the attributes of "home towns" on the board. The teacher reads aloud to students an essay or short story such as "A Village Childhood" (*DimensionsII*) or "Excerpts from Ten Lost Years" or "The Marine Excursions of the Knights of Pythias" (*Elements 10*), and asks students to comment on the qualities and values of community life which are revealed. The teacher may also choose to pair the story or essay with a suitable poem or song such as "My Little Town" by Paul Simon, or "I Remember Back Home" (*Transformations*) to raise awareness of the positive and negative qualities of community life, and what one may lose in changing countries or communities. The teacher uses questioning to lead a whole class discussion on the sense of "community."
2. The teacher asks students, in reflecting on the readings, to think of characters who were memorable or who had significant influence on the people and events in the community described. Then students are encouraged to consider the people of influence or those who are memorable in their own community. Sensitivity must be shown here, and the teacher may wish to ask students to refer to roles rather than names (e.g., mayor, police chief, chair of chamber of commerce, hunting guide). The teacher introduces the concept of a primary source, and suggests that students consider the possibility of interviewing one of the people identified or another primary source such as an older relative who would know the history of, and stories about the community.
3. The teacher establishes groups for the Community Profile activity and distributes and reviews the description of the activity (Appendix A), and the expectations for co-operative learning. The nature of the task is discussed; that is, each group will develop categories for the significant information they wish to convey about their community. These categories may include places to see or visit, things to do, sources for key personal needs (e.g., grocery and drug stores), memorable or influential people, significant events, famous folklore). The roles to be played by each group member are clearly defined in terms of research tasks, note taking/recording of information, categorizing items, etc. All students in the group may participate in all tasks initially to brainstorm ideas, but then they may divide the labour.
4. To introduce use of the community resources and the practical reading strategies, the teacher distributes a single source of community information (consider using a business directory, recreation guide, or tourist guide) to the class to be used for a brief (about 15 minutes) "guided" deconstruction activity where the following issues will be addressed:
   - navigation of the resource, including use of an index or table of contents, alphabetizing;
   - format features such as titles and graphic supports – charts, photographs, artwork;
   - category (or categories) that this resource addresses;
   - relevance and reliability of the resource for the Community Profile they are developing;
   - intended audience;
   - strategy that can be used to summarize information from this resource.

5. Students work in small groups to summarize the information found in the resource provided. The teacher observes group co-operation, evolving roles, and participation patterns and intervenes to improve group effectiveness as necessary. The teacher may also provide a mini-lesson on interviewing skills for those students who wish to pursue "primary source" information. (See Archer, 232-233, and 238-239, as well as Costello, 135-136.)
6. As a homework assignment, students may interview an older relative or neighbour, or gather resources for development of the Community Profile.
7. Students spend one additional period locating and using sources of information for their group's Community Profile, discussing their research, and creating appropriate categories to summarize it. They may simply retain the categories of "places" which they developed in Activity 1, i.e., commercial, residential, tourist, industrial, entertainment. An organizer is provided to support the tracking of sources and the categories each resource addresses (Appendix B).
8. During the final two periods of this activity, students organize and record the information that they have gathered, with each student taking individual responsibility for one category. Although an organizer has been provided for the note-making process, students are invited to present their inventory using a format of choice, and are encouraged to be creative. They are encouraged to use some form of diagram or graph, perhaps with symbolic pictorial representations of the elements, which they consider important in their community, as they complete their Community Profile. The emphasis here is on presenting key information in an organized fashion.
9. The teacher assesses the completed Community Profiles using a rubric developed from the activity description, and students' subsequent work. This assessment device may be co-operatively created. The teacher may wish to provide time for a gallery walk so that students can see each group's completed Community Profile.

Assessment/Evaluation Techniques

Formative

- assessment of co-operative learning skills using generic checklist
- assessment of reading skills using an observational checklist
- assessment of writing skills using an observation checklist

Summative

- rubric taken from Community Profile activity description

Resources

Collection of community resources as described in Planning Notes.

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing For Success*. Toronto: Harcourt Canada, 1998. ISBN 0-7747-0197-8

Costello, Catherine, Ted Palmer, and Mary Lou Smitheram. *Contacts: Teaching Communication Across the Curriculum*. Toronto: OSSTF, 1997. ISBN 0-920-930-84-0

Duncan, Barry, Sue Harper, Douglas Hilker, and Andrea Mozarowski. *Transformations*. Toronto: Harcourt Canada, 1996. ISBN 0-7747-0168-4

Kirkland, Glen, and Richard Davies. *Dimensions II*. Toronto: Gage, 1996. ISBN 0-7715-6856-8

Local telephone directory

Local community guide/directory (if available)

Municipal website (if available)

Activity 3: Community Use Survey and Report

Time: 450 minutes

Description

Using information gathered during Activity 2 as a guide, students develop and use a strategy to carry out a survey of the "use patterns" in their community. This activity consolidates students' skills in gathering data, organizing information, and presenting information in a well-organized and coherent manner. The groups established in Activity 2 are maintained to support the process components of this activity. At the conclusion of this activity, each student produces an individual Use Report of the aspect of the community he/she addressed during Activity 2.

To gather the necessary information to complete the culminating activity, students compile a list of focus questions for each category (group activity), develop a survey to be used to gather information (may be questionnaire or observation checklist) and establish a format for reporting the final survey data. For each phase of the activity, whole class and small group activity includes reviewing and analysing relevant models (focus questions, surveys/observation checklists, reports), determining essential content requirements and exploring possible data-gathering processes.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work;
WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge, and responding imaginatively;
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points;
RE1.03 - use knowledge of the organization of texts to locate relevant information;
RE4.02 - use word-identification strategies while reading;
RE4.03 - use context to determine the meaning of unfamiliar words;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing;
WR1.02 - make research plans based on information needs;
WR1.03 - locate and record information from a variety of print and electronic sources;
WR1.04 - assess information to determine its relevance, sufficiency, and accuracy;

WR2.01 - demonstrate an understanding of form in written work, with an emphasis on narratives, summaries, reports, letters, and short essays;
WR2.03 - use the appropriate person and level of language for a specific form, purpose, and audience;
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types;
WR3.02 - organize sentences about a topic into coherent and unified paragraphs;
WR4.01 - revise drafts to strengthen the content;
WR4.02 - revise the organization of drafts to improve clarity of thought and expression;
WR4.04 - revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience;
WR4.05 - use print and electronic dictionaries, thesauri, and reference texts to select precise and appropriate vocabulary and find alternative phrasings for awkward constructions;
WR5.02 - describe and use strategies to edit, proofread, and correct written work;
WR5.03 - identify and use appropriate and effective techniques and formats to publish written work;
WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation.

Planning Notes

- The teacher prepares a description of the Community Use task to support students in understanding the focus for the activity, the timeframe for each component, and the assessment/evaluation emphasis.
- The teacher obtains, if possible, sample observation checklists and survey forms to serve as models for students to study or deconstruct at the outset of this unit. These samples may be available from a variety of sources including Municipal Planning Departments, Internet sites and local land developers involved in both residential and commercial planning, or the teacher may use sample student work from a previous semester/term.
- The teacher may wish to prepare a set of sample focusing questions to provide a model for the process of establishing a research focus.
- The teacher provides markers and chart paper or overheads for brainstorming.
- The teacher obtains, if possible, a set of sample community use survey reports (e.g., how many people use community recreation facilities) to serve as models when students move to the reporting phase of this activity.
- The teacher may arrange for computer time so that students can research their municipal website.
- A progress checklist is provided to students to support their ability to track their completion of each component of this activity.

Prior Knowledge Required

- The students can develop clear questions according to a specific focus (Unit 2, Meeting Place collage activity).
- The students can use word processing software to develop a survey form or observational checklist suited to this activity.
- The students can record relevant information using an organizer.
- The students can use the Internet to access information and explore models suited to this activity.
- The students know, understand, and practise the school policy on appropriate and ethical use of the Internet.

Teaching/Learning Strategies

Part A: Developing a Community Use Survey

1. The teacher distributes the Community Use activity description, and reminds students of the categories which they established for places in their community in Activity 1, and which they may have used in Activity 2. To model the process for students, the teacher chooses one category and displays and discusses several focus questions for that category, e.g., residential: Where are the residential areas? What variety of housing exists in our community? What percentage of housing is apartments, mobile homes, single family dwellings?
2. Students are divided into new small groups – one per community category – and use the brainstorming process they learned in Activity 1 to develop a set of focusing questions for each category. Each group is given a single category, e.g., residential sites, commercial sites, industrial sites, recreational sites, educational sites, religious sites, cultural sites, entertainment sites with which to begin brainstorming focus questions, and this time, the groups circulate the large chart pages (or overheads) until each group has had an opportunity to add suggestions for each category. At the conclusion of the exercise, the groups post their chart pages, and the teacher encourages the whole class to amend, combine, or eliminate questions to sharpen the focus and to avoid redundancy. The aim here is to reduce the questions to a manageable number. These questions establish a clear focus for each student's data-gathering process.
3. The teacher introduces data-gathering tools (surveys, observation checklists) that are relevant to this activity. The teacher may wish to draw upon the students' experiences and work in Unit 2, creating a survey for the Meeting Place collage. Each sample (two or three) is analysed through whole-class discussion in terms of focus, scope and ease of use. In addition, each tool is assessed in terms of the data it can yield and the manner(s) in which this data can be reported.
4. Students work in small groups to develop a Community Use Survey tool for one of the categories. The teacher reviews the survey tools to determine additional instruction or next steps required to prepare students for the individual activity.
5. Sample survey tools developed by the class are reproduced on paper or overhead, shared with the class and critiqued for possible improvements. These samples are available to support students with their individual work.
6. The teacher passes out the rubric, which will be used to assess the survey tools, and ultimately the Community Use Report. The criteria are discussed with reference to the sample surveys developed by the groups and links to the expectations are established.
7. Students work independently to develop the Community Use Survey form that each will use to gather information for their individual focus. The teacher encourages students to limit the number of questions per category. The teacher monitors individual student progress and provides support as needed. (See development of survey questions in Unit 2, Activity 2, Part A.)
8. Completed Community Use Surveys are submitted for formative assessment and feedback in preparation for the next phase of this activity.

Part B: Data Gathering

1. The teacher provides an overview of the expectations for this phase of the activity. Issues related to data-gathering timelines, suggested processes and record-keeping strategies are reviewed. Together, the teacher and students develop a data-gathering plan which clarifies when, where, and how students will gather their information. The teacher may also raise the issues of etiquette when students are asking people in the community for information and safety so that students do not put themselves in jeopardy. Generally, students should gather their information from people whom they know, and in locations, which are familiar and comfortable. The importance of careful observation of details, which may respond to survey issues, should also be stressed.

2. To provide students with the opportunity to gather their data, the teacher should allow one or two afternoons/evenings, or a weekend break. In the interim, the teacher should proceed with Strategies 1 and 2 in Part C, below.
3. Students submit their data for formative review according to the timelines established. Teacher review of this data determines each student's readiness to begin drafting the final report.
4. Trends identified during the formative assessment of the survey data are used to adjust the focus for instruction during Part C of this activity.

Part C: Reporting Community Use Data

1. As students carry out the data-gathering, class time is spent on direct instruction of report writing strategies. The teacher reminds students of their introduction to report writing in Unit 2. The teacher provides further sample reports – some in a more formal style – for students to deconstruct so that they become familiar with effective use of titles, headings and sub-headings, organizing information to convey a point of view, using and maintaining a consistent, objective voice, and making effective use of relevant information. (See Appendix D, Unit 2.) Students are also given an opportunity to examine a rubric that will be used for the assessment of the final report. (See any of the teacher's guides listed in Resources for appropriate rubrics.)
2. Each student identifies a focus for teacher support for the report writing process. This focus is self-determined and reflects assessment feedback provided from writing activities carried out during Units 1 and 2 in this course.
3. Using their focusing questions and Community Use Surveys as guides, students set out the major headings for their reports. These headings serve as an organizing strategy as they carry out the process of summarizing the data gathered during the survey process. (See Report Template, Unit 2: Appendix D.)

Part D: Report Writing

1. Students submit their Community Use Survey Report headings for formative review. Where necessary, the teacher provides individual support for this phase of the writing process. Headings should typically address such issues as:
   - Who lives here? Where do they live? In what type of accommodation? (residential)
   - Where do people spend leisure time? Who uses recreational facilities? At what times and for what purposes? (recreational)
   - Who shops, or does business here? How often, and why these locations? (commercial)
   - Where do people work? How many people work at each location? What do they produce, and where is it sold? (industrial/manufacturing)
2. Students work independently, with some class time provided, to write initial drafts of their reports. The teacher conferences with students during this writing time, providing relevant feedback (with an emphasis upon the focus for teacher support that each student has identified), and intervention is provided as required.
3. Peer editing is carried out on the draft reports with a focus on spelling, sentence clarity and word choice. This focus for editing is modelled using teacher-developed writing samples containing typical student errors as observed by the teacher. (See Archer, 198-229.) Each student's ability to cite potential errors in spelling, sentence clarity and word choice is assessed based on a teacher-developed sample. Where necessary, intervention is provided. When students understand the focus for peer editing, the teacher reminds them that the editor's role is to flag potential errors, not to correct a classmate's work.
4. Students respond to feedback from the peer editors, seeking teacher support as needed.
5. Students revise and submit the final draft of the Community Use Report to be assessed using the rubric described in Part A.

Assessment/Evaluation Techniques

Formative

- teacher assessment of focusing questions
- teacher assessment of Community Use Survey
- student self-assessment of focus for support
- teacher assessment of report framework
- teacher assessment of Community Use Survey data
- peer assessment of editing issues related to draft report

Summative

- Community Use Survey rubric
- Community Use Report rubric

Resources

Collection of community resources as described in Planning Notes and Teaching/Learning Strategies: Part A.

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing For Success*. Toronto: Harcourt Canada, 1998. ISBN 0-7747-0197-8

Literacy Skills Test Preparation Workbook. Toronto: Harcourt Canada, 2000. ISBN 0-03-998819-8

Local telephone directory

Local community guides, directories, or brochures (if available)

Municipal website (if available)

Accommodations

- Individual conferences and interventions are provided by the teacher to help students consolidate concepts and skills.
- Deadline extensions are provided for students who need more time to complete independent reading selections.
- Students may be partnered, where appropriate, for assistance with activities (e.g., data gathering).

Activity 4: Hanging Out

Time: 300 minutes

Description

In this activity students explore the presentation of facets of community life as presented in modern drama, short stories, and lyrics. Although the focus is the consolidation of reading and writing skills related to studies in literature, the community theme receives continued emphasis. During this activity, aspects of community life that are relevant to young adults are explored in the context of patterns in their own community. Particular emphasis is placed on the techniques used by playwrights, short story writers and songwriters to capture the essence of specific places through the treatment of setting and characterization. The issues addressed in this unit establish the context for the Community Guide that students develop in Activity 5.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations
REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.02 - demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;
REV.03 - explain the use of specific elements of style in a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work;
WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations
RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge, and responding imaginatively;
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points;
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts;
RE1.05 - compare their own interpretations of texts with those of others;
RE2.01 - use knowledge of the elements of the short story, with an emphasis on events, character, setting, and theme, to understand and interpret short stories;
RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively;
WR2.02 - describe the form, purpose, and intended audience for each piece of writing;
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types.

Planning Notes

- The teacher develops an Activity Overview that sets out the activity focus (expectations), related activities, timelines for completion of assigned elements and the rubric used for the activity.
- Reading Response Guides are developed, setting out the response activities that are assigned at the conclusion of each reading selection. These activity guides provide students with a range of response options to each selection as determined by the expectations being stressed.
- A rubric is developed to capture formative assessment information regarding the attainment of the reading and writing expectations addressed in this activity.
- A note-making organizer is developed to guide students when summarizing information about setting, characterization and community features found in each play and short story studied.
- A key drama selection is identified for purposes of a whole-class guided reading and guided response activity.

Prior Knowledge Required

- The students can differentiate among the different forms of text including drama, short story and lyrics.
- The students can define and interpret elements of literature such as setting, character, theme and plot.
- The students can read and understand text written for young adult audiences.
- The students can articulate their responses to materials read using strategies such as Cloze passages, short answer, paraphrase (recall, summary) and personal response.
- The students can select reading materials suited to the assigned focus and appropriate to their independent reading level.

Teaching/Learning Strategies

Part A: Whole-Class Drama Study

1. Prior to introducing the play, the teacher engages all students in a discussion on the topic of local hangouts. The teacher can draw on the Meeting Place collage activity from Unit 2. In particular, students can provide, and a student recorder can list on the board the specific favourite spots for young adults on Friday or Saturday night. Guide the discussion to a classification of these sites according to the appeal of each site, the characteristics of the young adults who find the location appealing, and the times when each site is most popular.
2. The teacher then introduces the play, a good possible selection for this purpose being a short drama entitled "Louis and Dave" from *Elements of English 10*. This play is an ideal vehicle for analysing a playwright's treatment of character portrayal as an extension of the local environment. The content of the play and the personalities of the two protagonists should incite lively response when issues related to characterization are examined through whole-class and small group discussion and individual response activities.
3. The teacher asks students to make predictions about characters and plot events based on the title, and the brief description of characters and setting. The teacher divides students into small groups, to rehearse an oral reading of a segment of the play. The teacher ensures that parts are assigned appropriately according to each student's capability and reading confidence. Encourage students to take the text home for additional rehearsal time, and, in the interim, begin Strategy 1 in Part B.
4. Carry out an oral reading of the entire drama selection with minimal interruption. Following the read-aloud, the teacher leads a whole class discussion of the following questions:
   - What was familiar about these characters? What surprised you about either of them?
   - At what point does each character realize that their relationship has changed?
   - Why did the relationship change? Based on your experiences, is this change inevitable or not?
   - What predictions would you make about Louis and Dave and their friendship?

   Then students work in their small groups to respond to the following question: Thinking of the setting, characters, and plot in this drama, could it take place in our community? Students are encouraged to support their responses with specific references to their own community and to the play. Following discussion, each group shares its response with the class. The teacher records key points that are made by each group on the board.
5. Keeping the record of key points available for review, each student writes a piece for the Portfolio of Written Responses comparing their own thoughts and experiences to those of the characters in the play. The completed responses are collected to assess the abilities of students to relate materials read to personal knowledge or experience.

6. As a follow-up to the oral reading of the play, a response guide is distributed, providing the students with opportunities to:
    - demonstrate their abilities to make inferences (Using information from the play, which character would you prefer as a co-worker at a part time job?);
    - compare their interpretations with those of others (Explain why you consider the behaviour of the two main characters to be appropriate, or inappropriate. Share your response with a classmate and compare your responses.);
    - use knowledge of elements of drama (1. Write a five or six sentence summary of the play which captures the key events. 2. Choose one of the main characters and explain how the author has presented him to be appealing, or unappealing. 3. The qualities of the characters in this play are revealed through their conversation. Choose one character and explain what you have learned about his personality as revealed through his conversation.);

    The teacher collects these responses to carry out formative assessment of the reading skills being demonstrated and summative assessment of students' understanding of the play.
7. Maintaining the group structure established earlier in this activity, students work with their group partners to brainstorm ideas for a short drama about a teen "hang out". The teacher provides a checklist for the group discussion in the form of an overhead or board outline that guides the groups to address setting, characters, plot and theme.
8. Each group shares its idea(s) and the teacher (or a student) summarizes them on the board. In whole-class discussion the teacher asks students to consider how the suggestions would include the elements of a good drama. The students draw upon their knowledge of television and film when attempting to support their views with specific examples. Groups may then rehearse and present a short, improvised dramatic moment based on one of the options, and peers using co-operatively set criteria may evaluate this.

Part B: Reviewing Local Entertainment

1. The teacher and students gather and read reviews or accounts of plays, movies, restaurants, and sports events (or even of local town council meetings, which can be entertaining, depending on the issues). In whole-class discussion, the teacher encourages students to note the dramatic elements in these reviews or accounts, descriptive expressions about setting and events, characterization through use of specific adjectives, indications of a theme or lesson to be drawn from the situation, details of the "plot" events. The teacher helps students to deconstruct the form of a review – part summary, part report, and a combination of factual details with personal opinion based on knowledge of similar situations. For example, based on broad experience, a restaurant reviewer has certain, internalized values and standards by which he or she judges food preparation and presentation, restaurant décor, and service.
2. Following the reading and discussion of selected materials, students select one category of review, and attempt, in discussion with a partner or members of a small group that has chosen the same category to establish their own internalized standards and values, i.e. What do I look for, and expect when I view a movie? At this point, students, in their groups, may wish to read additional reviews of movies or restaurants, or additional accounts of sports events to gain further insight into the form, style, and typical areas for comment. Each group creates a checklist for the elements of a review or account. Checklists are submitted to the teacher for a formative assessment and feedback.
3. Using the group-created checklist, each student writes a brief review or account of a local entertainment or sports experience. The teacher provides an opportunity for peer editing of the initial draft, then students write a final draft and submit the review for summative evaluation based on the checklist and a rubric. (See any of the teacher's guides for rubrics.) This review may be used as is, or turned into a mini-review for the community brochure or pamphlet in Activity 5.

Assessment/Evaluation Techniques

Formative

- Portfolio of Written Responses
- response guide questions – reading skills requiring intervention
- checklist for elements of a review or account

Summative

- response guide questions – knowledge of the play
- dramatic improvisation – peer and teacher evaluation
- review of movie, restaurant, play, or sports event

Resources

Andersen, Neil, et al. *Literature and Media 10*. Scarborough: Nelson, 2000. ISBN 0-17-618719-7

Barclay, Susanne and Diane Patterson. *Galaxies II*. Don Mills: Addison-Wesley, 1991. ISBN 0-201-50438

Hilker, Douglas and Sue Harper. *Elements of English 10*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-0594-9

Accommodations

- Students who are reluctant to read aloud in a whole-class situation are given the option of reading a rehearsed passage aloud to the teacher in a one-on-one situation. Another option that the student can choose is to tape record a rehearsed reading of a passage from the play.
- Organizers are provided to guide the students through the response activities.
- Deadline extensions are provided for students who need more time to complete independent reading selections.
- Selections of varied levels of difficulty are available to support all students reading abilities.
- Response activities are modified to permit taped responses from students with writing impediments.

Activity 5: Culminating Activity – A Community Guide

Time: 375 minutes

Description

In this activity students draw on the previous activities in this unit to develop a community guide in the form of a brochure or pamphlet. The emphasis in the activity is the demonstration of skills in organizing and presenting informational text using an innovative format. Students may use computer software to assist their creation. Students develop a community guide that focusses on things to do, places to see, places to shop, places to eat, and/or places of interest. They may narrow their focus to just one of the aforementioned topics, or devote sections of their guide to different topics. Similar to the zine activity, this guide could be completed by individuals, partners, or even small groups (no more than 4). This activity begins with a review of sample community guides gathered from the local recreation centres, municipal offices, Rotary Club, community newspaper, or Chamber of Commerce. Additional samples of community guides are drawn from the Internet, or travel clubs such as the Canadian Automobile Association. The primary intent of the guide is to highlight the community from a young adult viewpoint for an audience of young people who may be new to the community.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.03 - explain the use of specific elements of style in a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work;
WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge, and responding imaginatively;
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points;
RE1.03 - use knowledge of the organization of texts to locate relevant information;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing;
WR1.02 - make research plans based on information needs;
WR1.03 - locate and record information from a variety of print and electronic sources;
WR1.04 - assess information to determine its relevance, sufficiency, and accuracy;
WR2.02 - describe the form, purpose, and intended audience for each piece of writing;
WR2.03 - use the appropriate person and level of language for a specific form, purpose, and audience;
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types;
WR3.02 - organize sentences about a topic into coherent and unified paragraphs;
WR3.03 - organize paragraphs into coherent and unified narratives, reports, letters, and short essays;
WR4.01 - revise drafts to strengthen the content;
WR4.02 - revise the organization of drafts to improve clarity of thought and expression;
WR4.03 - revise drafts to improve coherence;
WR4.04 - revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience;
WR4.05 - use print and electronic dictionaries, thesauri, and reference texts to select precise and appropriate vocabulary and find alternative phrasings for awkward constructions;
WR5.02 - incorporate information from research into written work by using quotation marks and consistent documentation;
WR5.03 - describe and use strategies to edit, proofread, and correct written work;
WR5.04 - identify and use appropriate and effective techniques and formats to publish written work;
WR5.05 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation.

Planning Notes

- The teacher gathers a range of sample community guide brochures and pamphlets. Samples may be from other communities and should include items that have been developed for different audiences (travel interest, entertainment interest, recreation interest).
- The teacher may decide, based on the particular makeup of the class, that students would best work in pairs or small groups of four to accomplish this project rather than individually.
- Arrangements are made for student access to computers for word processing and Internet purposes. This access must extend throughout this activity.
- The teacher prepares an assignment description to provide students with an understanding of the focus for the activity, timelines for each phase of the Community Guide project, key resources available to support their planning, and the rubric that will be used to assess the processes and final product for this activity.

Prior Knowledge Required

- Students have a clear understanding of organizational patterns different from fiction or non-fiction prose.
- Students have skills in layout of text and graphics, or in word processing, including skills in merging graphic images with text blocks.
- Students can access and retrieve information from relevant Internet sites.
- Students know, understand, and practise the school policy on appropriate and ethical use of the Internet.

Teaching/Learning Strategies

Part A: Reviewing Sample Community Guides

1. Following a brief review of the assignment description, the teacher provides a sample community guide and leads a whole class examination to "unpack" or deconstruct the elements of a brochure or pamphlet: physical structure such as folds and number of pages or "sides", organization of content, use of titles/headings, fonts and graphic images.
2. In small groups, students carry out the same "unpacking" process using a different sample community guide. In responding to the sample, each group identifies and analyses key features and evaluates the overall impact of the sample in terms of purpose and intended audience. Where possible, groups offer suggested improvements for the sample being reviewed. As a wrap-up to this phase of the activity, each group presents their sample guide and provides a summary of their group analysis and suggestions for improvement. The formative information gathered through the group analysis is used to suggest whether further preparatory activities are necessary before students begin working on their community guides. (See Aker, *Language and Writing 10* for an excellent section on sample leaflets including follow-up activities that encourage an analysis of the function and form of specific models.)

Part B: Research and Initial Draft Writing

1. This phase of the activity begins with students identifying a focus for their community guides. This focus evolves from their personal interests and the research that they have carried out during Activities 2, 3, and 4. Each student completes an organizer that sets out information regarding their focus, e.g., recreation, shopping, entertainment, restaurants; intended audience, e.g., age, education, economic profile; and specific sub-topics to be addressed. It is expected that those working in pairs or small groups will have a more extensive brochure or pamphlet, to ensure that each student has a significant role to play.
2. The teacher does a formative assessment of student organizers to ensure that each student has a clearly defined plan for gathering relevant information and maintaining a central focus.
3. Teacher intervention is provided according to needs evident following review of the organizers.

4. Students begin collecting relevant information for their guides. This information is taken from work carried out during Activities 2, 3 and 4 as well as additional information gathered within the community and perhaps using the Internet.
5. Students begin developing the brochure/pamphlet template or overall design, ideally using a word processor, but doing manual design and layout if computer access is not available, or students' skills are not sufficient. The overall structure of the brochure/pamphlet is established during this phase of the activity with teacher support being provided to those who require it. As students encounter difficulties during the design phase, the teacher provides opportunities for discussion of, or mini-lessons on, issues that are relevant to the entire class.
6. Each individual (pair, or small group) submits the initial community guide template for formative assessment prior to entering all of the related content.
7. Students develop the initial drafts of their brochure or pamphlet, including the text and graphic elements.
8. Initial drafts are a focus for peer editing using the processes established in Activity 3, and previously, in Unit 2.

Part C: Community Guides – Final Drafts

1. Students use the feedback received during the peer editing process to consider revisions to their community guides.
2. Prior to the submission date, students review the rubric a final time with the teacher to ensure that they fully understand the expectations addressed and the standard of performance expected.
3. On the submission date, the teacher collects final drafts of the guides for assessment.

Assessment/Evaluation Techniques

Formative

- assessment of group responses to sample brochures/pamphlets
- assessment of Organizer 1: Community Guide Focus
- assessment of brochure/pamphlet template
- peer editing of draft community guides – text and graphics

Summative

- evaluation of final drafts of community guides

Resources

Aker, Don and David Hodgkinson. *Language and Writing 10*. Scarborough: Nelson, 2000.
ISBN 0-17-618720-0

Community brochures, pamphlets, and directories as described in Planning Notes and Part A, Strategy 1
Internet sites

Accommodations

- Timely intervention such as re-teaching of skills or consolidation of concepts is provided to students according to need.
- Deadline extensions are provided for students who require more time to complete assignments.
- Those who cannot use a word processor may provide verbal direction to the teacher or a peer/peer tutor who has strong computer skills.

Appendix A – Community Profile Activity Description

Goal

Working in groups, you will create a diagram or graph to represent significant information about our community. Groups may use creativity in their representation, including symbols or pictures, but they must clearly identify categories of places, resources, and people that contribute significantly to the makeup, functioning, character, and enjoyment of our community.

Process

Groups will use the results of brainstorming completed in Activity 1, and will add to the places and people of interest in the community by conducting research with print and electronic sources such as recreation guides, business directories, telephone yellow pages, and municipal websites.
Group members may also conduct "primary source" research by interviewing older neighbours or relatives who may recall history and folklore about the community.
Each group member will be given particular responsibility for one section of research, for compiling data and information, and preparing it for the final product of the group.
Each group member will observe guidelines for safety and appropriate etiquette.

Expectations

You will demonstrate the following expectations in the course of your work on this activity:
REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work;
WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Assessment and Evaluation

The Community Profile will be assessed according to a rubric based on the expectations above. Particularly important will be the Thinking/Inquiry and Communication categories where you will demonstrate creatively the appeal of your information to the class audience.

Significant Dates

Group Work ____________________________________
Research ______________________________________
Completion/Due Date ____________________________

Appendix B – Organizer for Community Profile

Name(s):

Category	Notes – Significant Places, People, Stories, History

Unit 4: Going Places

Time: 30 hours
Unit Developers: Valerie Irvine, Beatrice Stevens, Cathy Costello, Barry McKillop
Development Date: July, 2000

Unit Description

Students explore the colours and flavours conveyed by language, and the rich culture of destinations in the past and present, foreign and Canadian, through poems, song lyrics, and a novel which reflect the experiences of those who have travelled. Using their prior knowledge, they learn to evaluate information, separating fact from fiction. Following discussion and exploration of the purposes of travel, students develop and use research skills using print and electronic sources to plan a "virtual" vacation. They research in cyberspace to discover information about accommodations, tourist attractions, and restaurant menus, recording items of interest to create a narrative in the form of a travel diary (using first person voice). An additional or alternative writing form is poetry that may be inspired by pictures of and information about travel destinations. The emphasis in this unit is on making an appropriate research plan, locating information in a variety of sources, and using reading strategies such as setting a clear purpose for reading, skimming for general meaning and scanning for specific information. Students also assess the relevance of what they are reading to their purpose and topic, clarify new and useful vocabulary, and practise various note-taking strategies. Revision of written work emphasizes the correct spelling of specialized vocabulary or unfamiliar words, and the use of effective punctuation.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills
Overall Expectations: REV.01, REV.02, REV.03, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.
Specific Expectations: RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, RE2.04, RE3.01, RE3.02, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04.

Activity Titles (Time + Sequence)

Activity 1	Exploring the Themes of Travel in Poetry and Song (plus Unit Overview)	300 minutes
Activity 2	Travel Themes in the Novel	975 minutes
Activity 3	Virtual Vacation	525 minutes

Unit Planning Notes

- The teacher must work in co-operation with the teacher-librarian to find and select resources for the theme of travel. Poetry and song lyrics are needed for Activity 1 and 2 and books, illustrations and maps are needed for the novel unit in Activity 3.
- The teacher will design his/her own virtual vacation package as an exemplar to share with the students.
- The teacher must book computer time well in advance of this unit to ensure that students have several opportunities to do Internet research during the various activities for this unit. The teacher may wish to pre-select some appropriate sites.

- The teacher will ensure that students understand the school policy for use of the Internet and the consequences of not following its terms.
- The teacher may wish to alert the local travel agency or agencies to the fact that a group of students may be requesting brochures on travel destinations.

Prior Knowledge Required

- The students will be familiar with the form and organization of informational texts.
- The students should be familiar with some techniques for Internet research.
- Students will know and understand the school policy for safe and appropriate use of the Internet.

Teaching/Learning Strategies

- The unit supports a wide variety of learning styles and familiarizes the student with print in the form of poems, song lyrics, and the novel.
- The Library/Resource Centre and the computer lab and the expertise of the teacher-librarian and the lab technician are important elements in the success of this unit.

Assessment and Evaluation

Assessment and evaluation in this unit include:

- observation checklists which allow the teacher to adjust the pace and scope of activities and to provide individual intervention;
- rubrics, perhaps co-created with students, to provide opportunities for students to understand components of assignments and to identify goals and areas requiring assistance;
- clear assignment descriptions and checklists to assist students in understanding and completing assignments;
- peer-editing to provide audience feedback and raise consciousness of students to application of language conventions to create clear communication;
- Record of Learning entries to document key student learning;
- Portfolio of Written Responses entries to record student self-image as a learner.

Resources

Andersen, Neil, et al. *Literature and Media 10*. Scarborough: Nelson Thomson Learning, 2000. ISBN 0-17-618709-X

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Toronto: Harcourt Canada Ltd., 1998. ISBN 0-7747-0197-8

Bell, William. *Forbidden City*. Toronto: Seal Books, 1999. ISBN 0-7704-2813-4

Beveridge, Cathy. *Cultures in Transition. (The Senior Issues Collection).* Toronto: McGraw-Hill Ryerson Limited, 1995.

Duncan, Barry, et al. *Transformations*. Toronto: Harcourt Brace, 1996. ISBN 0-7747-0168-4

Hilker, Douglas and Sue Harper. *Elements of English 10*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-0594-9

Major, Kevin. *Hold Fast*. New York: Dell Publishing, 1978. ISBN 0-440-93756-6-325

Ontario Ministry of Education and Training. Ontario Curriculum Unit Planner, Version 2.0. Toronto, 2000.

Wowk, Jerry and Carol Mayne. *Travel and Tourism. (Senior Issues Collection).* Toronto: McGraw-Hill Ryerson Ltd., 1995. ISBN 0-07-551704-3

Activity 1: Exploring The Theme of Travel In Poetry and Song (plus Unit Overview)

Time: 300 minutes

Description

In this first unit activity, students make predictions about and explore the purposes of travel through poetry and song. Through guided reading of the selections provided, and some of their own choices, they discover that people travel for adventure, to gain knowledge about other cultures, to find wealth and employment, for holiday, enjoyment and relaxation, and for safety or refuge. To better appreciate the rich language and rhythm of poetry, students participate in shared (choral) reading of poems and write in their Portfolio of Written Responses, some in the form of pattern poems. They may also prepare visual representations of travel destinations, and the purposes of travel, for a bulletin board display at the end of the activity.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.02 - demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;
REV.03 - explain the use of specific elements of style in a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work;
WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with support of print and electronic resources when appropriate.

Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge, and responding imaginatively;
RE2.04 - use knowledge of the elements of poetry, with an emphasis on form, rhyme, rhythm, and imagery, to understand and interpret poems;
RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively;
RE3.02 - explain how authors use simile, metaphor, personification, and foreshadowing to communicate thoughts, feelings, and information;
RE4.03 - use context to determine the meaning of unfamiliar words.

Planning Notes

- This activity requires the teacher to collect materials for students' use to make displays of places and purposes of travel (construction paper, markers, glue sticks, scissors, travel posters, brochures, and back issues of National Geographic or other travel magazines).
- The teacher prepares a selection of poems and song lyrics around the theme of travel which are revealing of destinations and purposes of travel. Examples are suggested, but teachers are encouraged to draw on what they have available, or their personal favourites.

- The teacher creates questions for guided reading of the poems.
- The teacher and the students co-develop a rubric for the assessment and evaluation of the bulletin board travel display.
- The teacher obtains maps (in colour) of the places mentioned in the poems/songs, e.g., a coloured map of Jamaica or a map of the West Indies.
- If possible, the teacher may collect samples of fruits and vegetables or other objects mentioned in poems/songs about Jamaica or similar exotic travel destinations.
- The teacher may provide a tape or CD that has an example of a song about his/her choice of travel destination, (e.g., "New York, New York", "Kokomo", or similar song).
- The teacher provides chart paper, markers, and glue.
- The teacher anticipates and provides the meaning for new and unusual culture-specific words found in the poems. Students may also be able to provide these meanings.

Prior Knowledge Required

- Students are familiar with poetic form and songs (although they may not have paid much attention to lyrics).
- Students have travelled, wish to travel or know someone who has travelled.
- The teacher must begin with what is familiar to students, and thus makes connections with what students experienced as they explored their community during Units 2 and 3.

Teaching/Learning Strategies

Part A: The Rich Language of Poetry

1. The teacher provides students with the opportunity to view, touch, and discuss a variety of print materials about travel and travel destinations, displayed around the room, e.g., books, magazines, travel brochures, maps, album covers, CD jackets, and posters.
2. The teacher then asks students to think about places that they have travelled, near or far. Whether they have travelled or not, the teacher also asks students which parts of the display caught their attention. The teacher encourages students to share the places they have travelled, or would like to travel, and the reason(s) why, and summarizes some of this information in a chart on the board, e.g., Name of Student/Destination/Reason or Purpose.
3. The teacher shares poems and songs with students: e.g. "Jamaica Market" by Agnes Maxwell-Hall, (Hilker, *Elements of English 10*) and the lyrics to "Jamaica Farewell" by Harry Belafonte (or similar poems and songs). The teacher may pre-teach some unfamiliar vocabulary from these selections, perhaps by displaying some of the items mentioned, e.g., mangoes, gingerroot, ackees, or by asking if any students know these terms. Alternatively, the teacher may wish students just to listen to the sounds of the new words in the poetry, and to comment on their reaction/attraction to those sounds.
4. The teacher models an expressive oral reading of "Jamaica Market" and reads, or if possible, plays the Belafonte song (available on Belafonte CDs, e.g., *Belafonte at Carnegie Hall*, or Calypso). The teacher asks students, "What is your general impression of Jamaica from hearing these pieces? How do you get that impression?" The teacher then invites the students to work in small groups to list words, images, sounds, colours, and shapes from the poems/songs that talked to them about the attractions of destinations, and the purposes of travel. The teacher may use a group work checklist to do a formative evaluation.
5. The students use markers and chart paper to record the images, sounds, colours, and shapes. Students are encouraged to use a collage effect, placing words and images at random or in interesting clusters and using several colours of marker, rather than a chart form, to create a type of poster. Each student in the group then adds a statement about his/her personal attraction (or concern about, since not everyone enjoys travel) to the place described in the poetry. Each group shares its poster, and they are mounted on the bulletin board or blackboard. The teacher helps students to sum up by asking

them generally, "Why might you visit Jamaica or a place like it?" The answer would likely have to do with vacation – relaxation, enjoyment, entertainment through observing and participating in a different, seemingly more exotic (and for Canadians, warmer) way of life. The teacher might also wish to introduce the theme of appearance versus reality, especially if some students are from the Caribbean who wish to share their perceptions of tourists, or details which present a more rounded and real picture of such vacation destinations.

6. The teacher then reads aloud "Northwest Passage" by Stan Rogers, (Andersen, *Literature and Media 10*) or, if possible, plays the song. The teacher asks students to think of how the images in this poem are in contrast to the poems about Jamaica, and reads the poem again. Students are asked to share words or lines, which present very different images from the images of Jamaica.
7. The teacher calls the students' attention to some of the names in the poem, e.g., Davis, Kelso, Mackenzie, and David Thompson, and asks if any student knows who these people were. The students are encouraged to make predictions about these people based on the content of the poem, i.e., they were explorers. For homework, the teacher assigns a name to each group, asking each member to consider the line where the name is mentioned, e.g., "In the footsteps of brave Kelso, where his 'sea of flowers' began", to research brief information on that name, and to write a paragraph on that explorer.

Part B: The "Music" of Poetry

This activity, engages students in shared reading of a poem. Students are encouraged to read a poem or song, listen to the sounds of the words and look at the pictures the poet creates through the music of the poetry, and then to use their own voices to convey what they have discovered. In their conversation with the poet, they ask questions of the poet, make comments and express the feelings that the pictures create in them. They work individually or in pairs and each student records his/her side of the "conversation".

1. The teacher provides time for the homework groups to meet and share information. Then each group reports to the rest of the class on their research. The teacher may read or play this poem/song once more, and then asks students to consider how the reason for travel highlighted in this poem/song is similar to, or different from, the reasons they gave for wishing to visit Jamaica. The teacher draws on the chart created in Part A to create a new, more general chart, recording the destinations, and the reasons for travelling to them. To this point, enjoyment/relaxation, and adventure/discovery are the two reasons for travel. The teacher may also wish to re-visit the appearance versus reality theme, asking students how most people feel about adventurers, who, for example, try to climb Mount Everest, or attempt to travel around the world by hot air balloon. From a distance such ventures seem rather glamorous or exciting, but there are terrible difficulties and dangers, and a lot of hard work involved. The teacher can then ask, "Why would anyone do these things?" Rewards such as accomplishing a personal challenge, fame, money, and immortality may be discussed.
2. The teacher models the reading of "Jamaica Market" once more, asking students to pay attention to the way punctuation (brief pauses for commas, longer pause for periods) is used to shape the reading. Following the reading, the teacher asks students to choose a line where they felt punctuation had a particular influence. Or the teacher may point out how there are over 30 commas in "Jamaica Market" asking students what effect this use of punctuation has on the reading and understanding of the poem.
3. The teacher reads "Jamaica Market" or "Northwest Passage" aloud again, this time inviting students to listen to the sounds words make, and how the voice shapes the words to add meaning. In "Northwest Passage," for example, the use of long vowel sounds draws out the voice and helps the reader to feel the labour and sorrow of some of the experiences mentioned.
4. Following these two readings the teacher asks students how punctuation and using the voice to best effect with the words influence the way students can "see" the pictures and meaning of the poem. Students list other things that catch their attention in poetry: repetitions (e.g., refrains or choruses in songs), comparisons, rhymes, images, and sounds.

5. The teacher divides students into groups, and shares selected poems/songs on travel destinations, for example: "And I Remember" by Afua Cooper, "Where I Come From" by Elizabeth Brewster, "Provincial" by Miriam Waddington, "Morning on the Lievre" by Archibald Lampman, "Ozymandias" by Percy Shelley – one poem per group.
6. To begin, each student reads the poem silently. Then the group chooses one person to read it aloud within their group. Then a second person reads the poem aloud, and students discuss the features of each reading, which made the poem powerful and meaningful, and their reactions to/thoughts about the poem. These readings and discussions may influence the shaping of the choral reading.
7. The teacher then explains what a shared or choral reading is, providing a handout describing the task and sharing a checklist or rubric which will be used to evaluate the presentation of the shared reading. Groups can say words, phrases, or lines with single voice, two or three voices, or whole group. Female voices or male voices may be better for some words, phrases, or lines. The aim here will be to use the punctuation, the words/images and voice to really bring the rich pictures of their poem alive. Following the choral reading, each group will explain why they read the poem in the way they did to help the rest of the class reach some understanding of their poem.
8. Students prepare a choral reading of their group's poem. During this preparation stage, students engage in a lot of discussion about what the poem means and conveys, through their exploration of how they should say it.
9. Each group practises and then shares its reading of the poem with the whole class, followed by a brief explanation of why they read it the way they did. The teacher uses the rubric or checklist created to do a summative evaluation of the choral reading.
10. The teacher asks each student to pick the poem which "spoke" to him/her the most. Each student writes about the chosen poem, writing especially, questions, which he/she would ask the poet if that, were possible. The teacher should forewarn students that this particular assignment will be seen by one other person of their choice, so that students can write with the knowledge that they will be sharing it.
11. The teacher encourages each student to attempt a "dialogue journal" by allowing one other person to see and respond to the Portfolio of Written Responses entry written for homework. In this way, students can compare their responses and the meaning found by each. Each student writes a response in his/her partner's Portfolio. The teacher may bring closure to this activity by asking students, which of their questions for the poet received answers, and what questions still cause them to wonder.

Part C: A Different Point of View on Travel

1. The teacher shares lyrics to the song "Vincent" by Don McLean, and explains how everyone experiences travel and poetry differently. The teacher may share an anecdote about response to a poem such as "Child at Winter Sunset" or similar. (While others saw the bird as dead and useless and said that the poem was about the child's first experience with death, one person told about a peacock's tail that was displayed "as a most beautiful piece of embroidery.") Preferably, students have an opportunity to listen to Don McLean sing his song about Vincent Van Gogh. The teacher asks:
   - Who is Vincent?
   - What kind of "travelling" did he do?
   - What feeling do you get about Vincent as you listen to this song?
   - Why do you think that Vincent is a tragic figure and his journey a sad one?
   - What was the legacy from Vincent's travels in his mind?
2. The teacher closes with a comment about some people being able to travel in their minds to give us a different perspective even on what may be very familiar.

3. The teacher divides students into groups and shares two more poems, for example, "RV's" by Tom Wayman, and "On Holiday" by Shaunt Basmajian, plus a chart where each student can record his/her response to the two poems, e.g., titles on chart would read: Name, Response to Poem 1, Response to Poem 2. Students read the poems in their groups, first silently, and then choose one person to read each poem aloud. Students think and write their individual responses to each poem on their personal copy of the chart, and then share their responses to create a group chart to record their responses to each of the poems. The teacher may use a group work checklist to evaluate student participation and contributions.
   - The teacher leads a discussion using the following questions:
   - How do these poems provide a different perspective on travel?
   - Which lines or images made you stop and think the most about the other side of travel?
   - In your groups, what different perspectives were presented on these poems?
4. Individually, students write a Portfolio of Written Responses entry that describes how their impressions of the whole topic of travel have changed as a result of sharing the three poems.

Part D: The Long Term Effects of Travel

This final part of Activity 1 can be used as a challenge to engage students in more sophisticated, guided exploration of a longer poem about travel. "Ulysses" is a difficult poem, but it is mentioned at the very beginning of Forbidden City, and thus, it makes a nice transition piece to the novel study. It also raises the theme of travel as a change agent, altering a person's perceptions forever. Through prediction and carefully constructed questions, the teacher guides students through this poem, inviting them to respond at the conclusion of the study.

1. The teacher selects and shares two poems, such as "Sea Fever" by John Masefield "Ulysses" by Alfred Lord Tennyson or "The Ships" by J.J. Bell.
2. As a more simple introduction to the theme presented in "Ulysses," the teacher reads aloud the poem "Sea Fever" by Masefield, and asks students the following questions:
   - Why does the narrator say, "I must…go down to the sea again"?
   - Which phrases or images convey the attractions of travel on the sea?

   The teacher asks if any students feel the same way as the narrator in the poem, or if they have known anyone with "wanderlust" – the strong desire to travel and not to stay in one place.
3. The teacher asks students if they know the story of Ulysses (or Odysseus, his Greek name), and ensures that students know in brief the details of his ten year participation in the war over Helen of Troy (considered the most beautiful woman in the world at the time), and his ten years of wandering and adventure. The teacher mentions the word "odyssey" which comes from the name Odysseus, and asks students to infer the meaning of the word based on the story they have just heard.
4. The teacher asks students to make predictions about how Ulysses would feel, arriving home after 20 years away, and records these predictions on the board. The teacher pre-teaches some of the unusual or difficult vocabulary students will encounter in the poem by distributing a prepared vocabulary chart including the word, and a space for the meaning of the word. The teacher supplies some meanings (e.g., for "mete," "dole" and "lees"), and students use dictionaries to look up other specified words. The teacher assures students that they will be able to use the context of the poem to infer the meaning of remaining words.
5. The teacher reads the poem aloud, and then, assisted by students who may do some silent rereading, divides the poem into segments or "chunks," for example:
   - the introduction, lines 1-5;
   - chunk #2, memories of travel, lines 6-23;
   - chunk #3, thoughts about position, power, duties, and the succession of his son and heir (lines 33-43);

- chunk #4, resuming travels to satisfy the "wanderlust" and to have more adventure (lines 43-62);
- chunk #5, stock taking – Is it worth the time and trouble? What purposes will travel still serve? (lines 63-71).

6. The teacher leads students through an examination of the poem, reading each chunk, and then using a prepared list of questions such as the following:
   - Were your predictions right about how Ulysses would feel arriving home after 20 years of travel?
   - What words in the first five lines help you to understand that Ulysses is not happy to be home?
   - Looking at lines, 6 to 23, what does Ulysses miss about his travels?
   - What does the arch symbol in lines 19-21 convey about the attractions of travel?
   - Why does Ulysses feel confident that he could leave again? (Chunk #3)
   - What attractions of travel are evident in Chunk #4?
   - What does Ulysses feel he will prove by travelling once again? (Chunk #5)
7. Students write a response entry with their thoughts about Ulysses' wanderlust. Do they feel the same or differently? Would Ulysses be doing the right thing in travelling again?
8. Working individually, students prepare posters which show either in pictures or drawings, and in words, the answers to the following questions:
   - What would be your purpose for travel? Will you represent one purpose or several on your poster?
   - Which poem(s) helped you to realize this? Put titles of poems on your poster.
   - Where would you like to go and what would you like to see and do? Use symbols or pictures and words (country or city names) to represent destinations.
   - How has this examination of poems and songs helped you with your choice of a travel destination, and a purpose for travel? Was it the language, the sounds, the images or ideas, or a combination of some of these? Write the images or the "sound" words/phrases you liked best on your poster.

   The teacher provides markers and chart paper, as well as the travel brochures displayed at the beginning of this activity. Teacher and students co-design a rubric or checklist to evaluate this product. (See any of the teacher's guides listed in the resources for assistance with issues and criteria.)

Assessment/Evaluation Techniques

Formative

- informal teacher observations using Learning Skills checklist.
- graphic organizers such as charts mentioned
- group work and presentation skills checklist

Summative

- Portfolio of Written Responses entries
- group work checklist
- checklist or rubric for choral reading
- checklist or rubric for the poster

Accommodations

- Consider language, physical, visual and auditory impairments when grouping students.
- Allow more time for students whose IEP suggests this accommodation would facilitate greater success.
- Provide models and samples of work as exemplars for students who have difficulty visualizing the final product.

- Provide checklists, planning calendars and step-by-step sequencing for students with time-management and organizational problems.
- Expand expectations and opportunities for enrichment when appropriate, e.g., further exploration of the travels of Ulysses, a more challenging piece for choral reading.
- For students for whom English is a second language, or who are language impaired, a peer tutor may read the text of the poem several times to individuals or a small group, or they may use taped text.

Resources

Andersen, Neil, et al. *Literature and Media 10*. Scarborough: Nelson Thomson Learning, 2000. ISBN 017-618709-X

Archer, Lynn, Cathy Costello, and Debbie Harvey. *Reading and Writing for Success*. Toronto: Harcourt Canada, 1998. ISBN 0-7747-197-8

Belafonte, Harry. *Belafonte at Carnegie Hall*. Scarborough: BMG Music.

Beveridge, Cathy. *The Senior Issues Collection: Cultures in Transition*. Toronto: McGraw-Hill Ryerson, 1995. ISBN 0-07-551692-6

Charlesworth, Roberta A., and Dennis Lee. *The New Anthology of Verse*. Toronto: Oxford University Press, 1989. ISBN 0-19-540641-9

Cutteridge, J.O. *Nelson's West Indian Reader*. Nelson Caribbean, 1981. ISBN 0-17-56606-9, and ISBN 17-566007-7

Wowk, Jerry and Carol Mayne. *The Senior Issues Collection: Travel and Tourism*. Toronto: McGraw-Hill Ryerson Ltd., 1995. ISBN 0-07-551704-3

Activity 2: Travel Themes in the Novel

Time: 975 minutes

Description

Through study of a novel such as *Forbidden City* by William Bell, students continue to explore the theme of travel both to appreciate a new culture and to strengthen their understanding of the elements of the novel. Particular emphasis is placed on how setting affects plot, character, and theme. The reading of the novel is organized around the theme of the journey and its four stages: preparation, journey, accomplishment, and transformation. To reflect this theme, reading assignments should be chunked accordingly. A guided reading approach provides students with opportunities to use and assess reading strategies such as predicting and confirming, skimming and scanning, making inferences, drawing conclusions and making judgements about a character's values. Based on their reading, students complete an exercise on prediction, use graphic organizers to assess and interpret information for personal responses and a summary of events, practise paragraph development for a variety of purposes and edit and proofread their work. The culminating task for this activity is a Verbal-Visual essay, which requires students to demonstrate their understanding of the elements of the novel.

Strand(s) and Expectations

Strand(s): Reading and Writing

Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.02 - demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;
REV.03 - explain the use of specific elements of style in a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;

WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations
RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge, and responding imaginatively;
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points;
RE1.03 - use knowledge of the organization of texts to locate relevant information;
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts;
RE1.05 - compare their own interpretations of texts with those of others;
RE2.03 - use knowledge of the elements of the novel, with an emphasis on events, character, setting, and theme, to understand and interpret novels;
RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively;
RE4.01 - preview vocabulary before reading;
RE4.02 - use word-identification strategies while reading;
RE4.03 - use context to determine the meaning of unfamiliar words;
RE4.04 - use print and electronic dictionaries, thesauri and reference texts to clarify the meaning and pronunciation of antonyms, synonyms, homophones, homonyms, specialized language, and commonly confused words;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing;
WR1.04 - assess information to determine its relevance, sufficiency, and accuracy;
WR2.01 - demonstrate an understanding of form in written work, with an emphasis on narratives, summaries, reports, letters, and short essays;
WR2.02 - describe the form, purpose, and intended audience for each piece of writing;
WR2.03 - use the appropriate person and level of language for a specific form, purpose, and audience;
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types;
WR3.02 - organize sentences about a topic into coherent and unified paragraphs;
WR3.03 - organize paragraphs into coherent and unified narratives, reports, letters and short essays;
WR4.01 - revise drafts to strengthen the content;
WR4.02 - revise the organization of drafts to improve clarity of thought and expression;
WR4.03 - revise drafts to improve coherence;
WR4.04 - revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience;
WR4.05 - use print and electronic dictionaries, thesauri, and reference texts to select precise and appropriate vocabulary and find alternative phrasings for awkward constructions;

WR5.02 - describe and use strategies to edit, proofread, and correct written work;
WR5.03 - identify and use appropriate and effective techniques and formats to publish written work;
WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling and punctuation.

Planning Notes

- For the novel study a guided reading approach is used. Essentially the teacher shows the students what questions to ask of themselves as readers and of the author to gain meaning from the text. The focus is to empower students to become independent and able to make their own strategy choices when reading. In class discussions, therefore, it is important for the teacher to be the "guide on the side", gently leading, but not dominating the discussion.
- Activities in this unit have been designed to develop the theme of the journey in a travel novel. To illustrate some of the activities, examples are given from William Bell's *Forbidden City*. Written in journal form, the novel explores the experiences and observations of the teenage narrator as he is swept up in the events leading to the student demonstrations and subsequent massacre at Tian An Men Square in 1989 in Beijing, China. The structure of the novel follows the theme of the journey and the story is told from the teenage narrator's point of view. The teacher should create a classroom atmosphere of sensitivity to other cultures, especially, in this case, the Chinese culture, its customs and concerns.
- Prior to the novel unit, the teacher, with the assistance of the teacher-librarian, assembles maps, pictures, posters, articles and travel books on the locale and culture portrayed in the novel for a bulletin board display.
- In preparation for the guided reading lessons, the teacher examines the novel to determine the four chunks that reflect the theme of the journey.
- The teacher devises a reading schedule for the novel that will be posted in the classroom.
- The teacher obtains large sheets of Bristol board and markers for creating two classroom charts.
- The teacher obtains post-it notes and prepares a worksheet for the prediction exercise. This worksheet is essentially in the form of a chart, or a side-by-side journal. The page is divided vertically; post-it notes go on one side, and confirmations are written on the opposite side.
- The teacher prepares a reference sheet on the elements of the novel, including definitions and notes on how each element is developed in the novel.
- The teacher develops a graphic organizer such as a Venn diagram, or a quadrant chart for comparing characters' reactions to a key issue in the novel. (See the *Ontario Curriculum Unit Planner* for various organizer templates.)
- The teacher develops a note-making organizer to guide students when summarizing information about key plot events and a checklist for peer editing the first draft of the summary.
- The teacher collects magazines, newspapers, travel brochures, construction paper, markers, and glue in preparation for the culminating activity, a Verbal-Visual essay.

Prior Knowledge Required

- The students can read and understand text written for young adult audiences.
- The students can define and interpret elements of literature such as setting, plot, character and theme.
- The students can use an organizer to record relevant information.
- The students know how to write a summary. (See Appendices Unit 2 for procedure.)

Teaching/Learning Strategies

Part A: Introducing the Novel

Time: 75 minutes

1. The teacher reviews the reasons why people travel as discussed in Activity 1, telling students that they will be engaging in a novel study involving one of the reasons for travel.
2. In a whole class discussion, the teacher elicits from the students their ideas about the characteristics of a good novel. The teacher records their responses on a chart and displays the chart in the classroom as a reference for future discussions. The teacher reviews the elements of plot, character, setting and theme with students and distributes a reference sheet with definitions and examples.
3. The teacher distributes copies of the novel and conducts a guided reading lesson to introduce the text. The teacher asks students to make predictions about what might take place in the novel based on the cover, and, in particular to predict the reason(s) for travel. The teacher then asks students to find text features that might help them to find certain information. For example, in *Forbidden City*, students will find the prologue, dated journal entries of varying lengths, Chinese lettering, maps, an afterward, and a pronunciation guide for Chinese names. The teacher advises students that the novel will be read in four chunks that reflect the journey the main character undertakes and provides a reading schedule for the novel which is posted in the classroom.
4. The teacher introduces the assignment on making and confirming predictions that will cover the first reading chunk, the "Preparation" stage of the main character's journey. Students are given post-it notes to predict what they think will happen in the story at different points as they read silently. When students complete their daily reading, they place their post-it notes on the assignment sheet in their notebook and write a brief entry on whether or not their predictions were confirmed.
5. The teacher reads part of the first chapter to the class. (e.g., In *Forbidden City* the teacher reads the Prologue and part of the first journal entry.) While they are listening, students begin the process of recording their predictions on the post-it notes. Students finish reading the first chapter on their own and continue reading for homework. The teacher should stress the need to maintain the reading schedule throughout the novel study so that students are prepared for class discussions and assignments.

Part B: Reading Chunk #1 – Preparation

Time: 150 minutes

1. The teacher leads a discussion about the cultural setting of the novel and records on chart paper what students already know. On a second chart the teacher records what students have learned about the culture from their reading so far, e.g., in *Forbidden City*, students learn about ancient and modern day China as the narrator adjusts to a new culture. The teacher posts the chart in the classroom and adds new information as students learn more about historical sites, customs and traditions from their daily readings. To heighten student interest in the culture of the novel, the teacher displays travel books from the library and brochures from travel agencies, and invites students to peruse them and share their observations as well as to contribute pictures, articles or items of interest to the bulletin board display.
2. Students continue to read silently in class and at home and to record their predictions and confirmations on the worksheet. When they have completed the first chunk of reading, they record what they have learned about the reading strategy of prediction in their Record of Learning. Students submit their worksheet (post-it notes and confirmations) to the teacher for formative evaluation.

Part C: Reading Chunk #2 – "Journey"

Time: 150 minutes

1. In class and at home students read the second chunk of the novel, exploring the journey undertaken. The teacher records new information about the culture in the novel on the chart in the classroom, e.g., in *Forbidden City* the teenage narrator becomes increasingly involved in the political issues and the student demonstration.

2. The teacher leads a discussion about the methods the author uses to highlight the key events in the novel. The teacher writes the elements of style on the board along with student-generated examples from the novel and students copy them into their notebook (e.g., in *Forbidden City* there is an escalation of events which culminates in the government's massacre of the students in Tian An Men Square). Suspense is created by means of short, sporadic journal entries, the choice of vocabulary, the variety in sentence structure and the narrator's cryptic comments, which reveal his growing sense of foreboding and concern.
3. The students examine a major issue in the plot from different points of view. The teacher provides a graphic organizer, which allows students to record information about the issue and to compare the reactions of various characters. (See *The Ontario Curriculum Planner* for Point of View organizer.) Students use the strategies of skimming and scanning to locate relevant information and record their findings in point form on the graphic organizer (e.g., in *Forbidden City* the political situation is the focus. Students list the causes of the student demonstration and compare the reactions and responses of the Communist leaders and the student protesters).
4. In a whole-class discussion the teacher asks students to brainstorm a list of key events in the novel so far and writes their suggestions on the board. Using the wall chart on the characteristics of a good novel which students developed earlier, the teacher asks students to explain why the events on the board are important and how the author has made them dramatic (e.g., in *Forbidden City* students might write a response to the military's attack on the student protesters in the journal entry for June 4 and comment on the techniques the author uses to convey the horror of the massacre).

Part D: Reading Chunk #3 -- Accomplishment
Time: 150 minutes

1. Students continue reading in class and at home to complete the third chunk of the novel. Following the theme of the journey, the third chunk focusses on the main character's "accomplishment" of the goal set out earlier in the novel and the obstacles to be overcome in attaining the goal. From information gleaned in class discussion, the teacher adds new details about the cultural setting to the chart posted in the classroom.
2. The teacher reviews the elements of the summary in preparation for a summary that students will write of the events in the third chunk of the novel. The teacher instructs students to work in pairs to list the main events and the obstacles the main character must overcome. Using the strategies of skimming and scanning, students use a note-making organizer to record their information (e.g., in *Forbidden City* students focus on the narrator's escape from the massacre at Tian An Men Square and his efforts to record the political events on video and to smuggle the videos out of the country).
3. Individually, students write a one paragraph summary which is peer edited using a checklist developed by the teacher. (See Appendix A in Unit 2 for a sample editing checklist.) Students make revisions to their work and submit the note making organizer, the first draft and polished draft of their summary for summative evaluation.

Part E: Reading Chunk #4 – Transformation
Time: 225 minutes

1. Students read the last section of the novel, which focusses on the "transformation" of the main character as a result of his/her travel experiences.
2. In a whole-class discussion the teacher poses a series of questions about the conclusion of the novel.
    - How has the main character changed over the course of the novel?
    - What evidence from the novel illustrates this change?
    - To what extent are these changes the result of the travel experience?
    - Does the last chunk of the novel form a satisfying conclusion? Why?
    - Did anyone predict the outcome of the story? What other predictions did you make and confirm? What surprises did you get regarding your predictions?

3. As a follow-up to the prediction exercise that began the novel study, students write an entry in the Record of Learning evaluating their predictions, explaining which predictions were accurate, which were not, and why. They also evaluate the novel as a whole using the student-generated criteria on the classroom chart, adding any new ones they have learned from reading the novel.
4. As a culminating activity students produce a two page Verbal-Visual Essay as a means of demonstrating their understanding of the elements of the novel and expressing their interpretation of the work in a creative way. For the verbal component students select five quotations from five different characters with the page references and choose what they consider to be the five most crucial events in the novel. For the visual component of the essay students create a symbol for the novel and use a combination of drawings, pictures from magazines and newspapers and computer graphics to depict the setting. On the first page students arrange their symbol, five quotations from five different characters plus page references and visual elements to depict the setting. On the second page students write what they consider to be the five most crucial events in the novel and opposite each one they write a one sentence explanation for their choice. Students submit their Verbal-Visual Essay for summative evaluation.

Assessment/Evaluation Techniques

Formative

- prediction exercise with post-it notes and comments
- two Record of Learning entries on prediction skills and evaluation of predictions and the novel
- graphic organizer for comparing points of view
- Portfolio of Written Responses entry on response to a dramatic event

Summative

- a summary of events (note-making organizer, peer-editing checklist, polished copy)
- a Verbal-Visual Essay

Resources

Barry, James. *Global Reading Safari Teacher's Guide*. Scarborough: Nelson Thomson Learning, 1994. ISBN 0-17-603988-0

Bell, William. *Forbidden City*. Toronto: Seal Books, 1999. ISBN 0-7704-2813-4

Ontario Ministry of Education and Training. Ontario Curriculum Unit Planner, Version 2.0. Toronto, 2000.

Accommodations

To provide accommodations for the students, the teacher may:

- consult with IEPs (where relevant) for suggested accommodation/ modifications
- read aloud to students and/or encourage the use of peer tutors to read to students
- allow additional time, where necessary, for completion of reading activities
- encourage students to question for clarification and additional information
- restate key concepts in grammatically simple structures
- negotiate the required length and appropriate deadlines for written assignments
- avoid penalizing for spelling errors, unless spelling is pertinent to the assessment
- have the student use a computer for word processing, proofreading, editing, e.g., spell and grammar checker

Activity 3: The 'Virtual' Vacation

Time: 525 minutes

Description

Students are given an imaginary budget of $3500 per person to take a 'virtual vacation' to their destination of a lifetime. They use their research skills with print and electronic sources to discover detailed information about fares, accommodations, tourist attractions, restaurant menus, and so on. These details form the basis for a travel diary of a minimum of three entries to represent the two weeks of their virtual vacation. Students will use the journal approach of *Forbidden City* as a model for their written work.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.03 - explain the use of specific elements of style in a variety of contemporary texts;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.04 - revise drafts of written work, collaboratively and independently, with an emphasis on improving content, clarity, and coherence;
WRV.05 - edit, proofread, and publish written work, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating important information, identifying main ideas and supporting details, extending personal knowledge, and responding imaginatively;
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points;
RE1.03 - use knowledge of the organization of texts to locate relevant information;
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts;
RE1.05 - compare their own interpretations of texts with those of others;
RE3.01 - describe how particular words and phrases in a text help communicate ideas, feelings, and information effectively;
RE4.01 - preview vocabulary before reading;
RE4.02 - use word-identification strategies while reading;
RE4.03 - use context to determine the meaning of unfamiliar words;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing;
WR1.02 - make research plans based on information needs;
WR1.03 - locate and record information from a variety of print and electronic sources;
WR1.04 - assess information to determine its relevance, sufficiency, and accuracy;
WR2.01 - demonstrate an understanding of form in written work, with an emphasis on narratives, summaries, reports, letters, and short essays;
WR2.02 - describe the form, purpose, and intended audience for each piece of writing;
WR2.03 - use the appropriate person and level of language for a specific form, purpose, and audience;

WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types;
WR3.02 - organize sentences about a topic into coherent and unified paragraphs;
WR3.03 - organize paragraphs into coherent and unified narratives, reports, letters and short essays;
WR4.01 - revise drafts to strengthen the content;
WR4.02 - revise the organization of drafts to improve clarity of thought and expression;
WR4.03 - revise drafts to improve coherence;
WR4.04 - revise drafts to ensure consistent use of the appropriate person and level of language to suit the form, purpose, and audience;
WR4.05 - use print and electronic dictionaries, thesauri, and reference texts to select precise and appropriate vocabulary and find alternative phrasings for awkward constructions;
WR5.02 - describe and use strategies to edit, proofread, and correct written work;
WR5.03 - identify and use appropriate and effective techniques and formats to publish written work;
WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling and punctuation.

Planning Notes

- This activity is scheduled for seven classes, but is best accomplished over a longer period of time. The ideal way to stretch the time so that students can complete a quality travel diary, is to "blend" the virtual vacation with the novel study, such that the two activities interweave at appropriate moments. For example, as the protagonist sets out on his journey, students could do the anticipation, and brainstorming of their own possible destinations. As the novel is being read, the journal-style entries can be de-constructed so that students can "observe" and note the elements of such entries, especially the rich details of another culture, its language, customs, food, and landscape. The idea here is to create the sense of a parallel journey so that students can list their beliefs, and make predictions about how their contact with another place and people may change their perceptions. The teacher will have to judge whether such blending of activities is appropriate for the particular group of students.
- The teacher prepares a handout outlining the stipulations and parameters of the virtual vacation, and a graphic organizer to assist students in gathering information for their vacation.
- The teacher gathers a variety of travel brochures, airfare schedules, and other travel information for students to use. Some materials from Activities 1 and 2 in this unit may be appropriate.
- The teacher collaborates with the teacher-librarian to locate travel guide books and periodicals which students may use for their research. The teacher schedules one period in the school Library/Resource Centre.
- The teacher schedules the major part of at least two class periods in the computer lab (where available) to facilitate student Internet research of information required for this activity.
- The teacher pre-selects two or three Internet sites, e.g., a bed and breakfast or hotel listing, a restaurant site with menu and pictures, a major city site in another country, to demonstrate to students the range of information which is available, and to give them a sense of sites to visit.
- The teacher chooses three journal selections from a "travel" novel such as *Forbidden C*ity. Two selections will be used for whole class deconstruction of the elements of a journal or diary entry. The other selection will allow students to confirm the elements and to note any variations, which may be possible.
- The teacher provides a model of a travel journal or diary which students may use as an exemplar.
- The teacher and students agree on a suitable date for peer editing the completed draft, and for submission of the finished draft. These dates should take into account the other novel study activities in this unit.

Prior Knowledge Required

- Students use their knowledge of websites from activities in Unit 2.
- Students are familiar with techniques for skimming and scanning, predicting and confirming from activities in Unit 2.
- Students are familiar with research techniques from work in previous units.
- Students know, understand, and practise the school policy for appropriate and ethical use of the Internet.

Teaching/Learning Strategies

Part A: The Destination of a Lifetime

1. In conjunction with the study of the travel novel, the teacher introduces the concept of a "virtual vacation." Students may experience some of the excitement of the novel's protagonist by choosing a destination, researching information about it, and planning a two-week vacation. The teacher distributes a handout on which the parameters of the trip are outlined and spends time reading and discussing this activity.
    - Each student will have a virtual budget of $3500 to cover airfare or other transportation required during the trip, accommodation, meals, sightseeing or tourist attraction fees, and souvenirs for a period of ten days.
    - Students must state their specific travel plans to visit their destination of a lifetime, e.g., dates, how long in each place.
    - Students must list the type of accommodation and the associated fees.
    - Students must eat at least two meals per day, with a minimum of one at a restaurant.
    - Students must visit at least one tourist attraction or do one sightseeing activity per day that they are not travelling any great distance.
    - Students must note and observe local customs regarding mealtimes, shop openings, and typical daily schedules.
    - Students must become aware of any safety precautions necessary, or any legal considerations in their travels, e.g., the obtaining of a passport, if necessary, inoculations.
    - Students must acquire mementos or souvenirs for themselves, one or more family members, and one friend.

    The diary of their "virtual vacation" will include:

    - a list of their expenditures for fares, accommodation, food, and souvenirs – not to exceed their budget;
    - a list of their mementos or souvenirs with a statement for each item – what they bought for whom, and why;
    - three diary entries of varying lengths;
    - suitable pictures, maps, or sketches if desired.

    Students will have one class to brainstorm their destinations, two to three classes to do print and/or electronic research and to take notes and plan their days, one class to draft diary entries from notes, one class to engage in peer editing and to make suggested revisions, and one class in which to present/browse their own and others' travel diaries.

    - Optional: Recognition may be given to the best travel diary as chosen by the class
2. Students work in small groups for about 30 minutes to peruse the travel brochures once again, and to brainstorm possible destinations. They must respond to the questions: Where do I want to go? Why do I want to go there?

3. During the final 15 minutes of class, the teacher leads a whole class discussion, summarizing on the board the possible destinations, and asking all students to share what they know about the possibilities which have been suggested and the reasons for going there. At the end of this lesson, the teacher asks students to write an entry in their Portfolio of Written Responses confirming their choice of a destination, stating the reasons why they have chosen that place, and recording initial thoughts about their travel plans, accommodations, sightseeing, etc.

Part B: The Joy of Planning

1. The teacher pre-teaches vocabulary which students may encounter during their research for the destination, for example, B & B, hostel, hotel, motel, inn, buffet, continental breakfast, American plan. The emphasis here should be on familiarizing them with travel-specific language, and the sometimes-subtle differences between certain types of accommodation or restaurants.
2. In the computer lab, the teacher asks students to work in pairs or threes at the computers, and to visit the same sites together. The teacher demonstrates two or three sites which may be typical of what students can discover on the Internet: a listing of hotels or bed and breakfast establishments for a specific country, province/state, or city; a restaurant site, e.g., Emeril's in New Orleans which displays a menu and pictures of the dining room; and a provincial, state, or city site, e.g., Toronto.com. The purpose here is to walk students through some of the information, which they may be able to access on the web, such as city maps, lists of tourist attractions, hotels, or restaurants.
3. The teacher reminds students of reading techniques such as skimming and scanning to help them visit and evaluate the usefulness of sites quickly. Students can skim for the general sense of the information, or scan for specific details such as types of accommodation and prices.
4. Students continue to work in pairs for the major part of two classes to do Internet research on fares, accommodations, tourist attractions, restaurants, etc. for their particular destinations. They may use a graphic organizer to record details for their travel diary.
5. The teacher encourages students to use their knowledge of navigating graphical text to read brochures, airfare or train schedules, and other print information on travel destinations. Students continue their research, possibly for the major part of a third class using print materials only, including travel guidebooks. Students may research in the school Library/Resource Centre for this purpose. Students continue to record notes and details for their travel diary entries.
6. As students finish compiling their notes, they begin to draft a specific daily plan – Day 1, Day 2, Day 3, and morning, afternoon, and evening activities. They may use an organizer for this purpose. This plan will form the basis for the draft of their travel diary entries.

Part C: The Travel Diary

1. The teacher distributes copies of three different journal entries from the travel novel, e.g., *Forbidden City*. Students read silently two similar entries (each describing one day or part of a day) designated by the teacher. In a whole class discussion the teacher helps the students to deconstruct the elements of a journal entry by asking the following questions.
    - What is the same about the (structure of the) two entries? What is different?
    - What do you notice about the time of day?
    - What kinds of details are included?
2. The teacher then asks students to read an entry that summarizes activities of more than one day. In a whole class discussion, the teacher helps students to summarize the typical structure and details of a travel diary/journal entry for a single day and for more than one day. Some of these elements are:
    - date (may name the day of the week, as well);
    - use of the first person;
    - use of the past tense;
    - inclusion of 5 W's – who, what, when, where, why – specific names and places;
    - inclusion of significant dialogue;
    - use of anecdotes – small stories – to add interest;

- details about food, local attractions, language, interaction with people;
- personal comments and observations about the "new" culture, food, accommodations;
- indications of daily schedule/activities;
- summary of significant events of several days (for entry covering two or more days).

The teacher asks students to notice also the varying length of the entries, and encourages them to organize their information carefully for greatest impact so that they don't keep repeating similar details. The teacher creates a checklist based on the board summary for students to use in drafting their diary entries.

3. Students spend the remaining part of this period working on the draft of their lists and three diary entries. They work with their checklist to confirm that they have the necessary components in place. Where possible, students use word processing to produce a professional looking document.
4. Students come to class with their draft travel diaries completed, and spend about 45 minutes engaged in a peer editing activity. Each student asks two other students to read and comment on his/her travel diary entries. Students may attach the Ten Point Editing Checklist (see Appendix A in Unit 2) to their work to elicit comments and suggestions. Students spend the remaining part of this class working on revisions to their draft.
5. Students come to class prepared to submit their finished travel diary. The teacher asks them to take ten minutes to proofread two or more entries, and to make corrections to their text. The diaries will be evaluated based on a checklist or rubric, which may be co-designed with students.

Part D: Browsing the Diaries

1. The completed diaries are displayed across the board ledge or on desks or tables about the classroom, and students have an opportunity to browse and read each other's work for about 40 minutes.
2. Optional method of browsing: students prepare and read aloud an excerpt from their diaries.
3. Optional: Students may vote by secret ballot for the best travel diary. The writer of the best diary is given special recognition.

Assessment/Evaluation Techniques

Diagnostic

- problem-solving approach to diary entries

Formative

- checklist for travel journal/diary
- peer editing of draft

Summative

- checklist or rubric (which may be co-created with students) for diary/journal of virtual vacation

Resources

Bell, William. *Forbidden City*. Toronto: Seal Books, 1999. ISBN 0-7704-2813-4

Internet sites

Travel brochures and schedules

Travel guides

Accommodations

- The teacher may intervene with individuals during the research process to do re-teaching of research or reading skills (skimming and scanning).
- The teacher may extend the time for completion of some elements of the 'virtual vacation,' or may set mini-deadlines for those students who have difficulty organizing their work.

Unit 5: You Know You've Arrived When…

Time: 15 hours
Unit Developer: Carolyn Sheffield

Description

This is a culminating unit to consolidate the essential skills of reading and writing. Through the units in this course profile, students have moved beyond their immediate experiences to consider connections among their personal strengths and communication skills and the experiences that lie ahead. In a monitored, independent study framework, focusing on explicit detail and inferencing skills, students have the opportunity to explore the theme of success. They research mentors, or heroes as models of success using a variety of print and electronic resources. This figure, real or fictional, provides a model of the required elements for success. One component of this research may involve extending interview skills developed in Units 2 and 3 to gather information on a local individual. Other components include assessing and recording relevant information, summarizing the steps towards success for their chosen hero/mentor, and compiling that research in a written form such as a report or profile, suitable for the chosen audience. The final product demonstrates mastery of revision, editing, proofreading and publishing processes. Students share their written pathway for success with their classmates and the teacher in a variety of ways, for example poster displays, or "storefront" presentations.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills
Overall Expectations: REV.01, REV .02, REV.04, WRV.01, WRV.02, WRV.03, WRV.04, WRV.05.
Specific Expectations: RE1.01, RE1.02, RE1.03, RE1.04, RE1.05, RE2.05, RE3.01, RE3.02, RE4.01, RE4.02, RE4.03, RE4.04, WR1.01, WR1.02, WR1.03, WR1.04, WR2.01, WR2.02, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04.

Activity Titles (Time + Sequence)

Activity 1	Heroes, Mentors and Success	300 minutes
Activity 2	Independent Hero/Mentor Profile	450 minutes
Activity 3	Independent Hero/Mentor Profile Carousel	150 minutes

Unit Planning Notes

- The expertise of the teacher-librarian is invaluable for the teacher both in locating the appropriate resources and in reinforcing information skills.
- The teacher may find it helpful to encourage the students to bring in a selection of appropriate magazines for classroom use.
- Chart paper, markers, glue, scissors and construction paper are needed at various times throughout this unit.

Prior Knowledge Required

Since this is a culminating unit, it is expected that all of the expectations will be familiar to the students and that they will have learned the necessary skills taught in Units 1 to 4.

Teaching/Learning Strategies

This unit reviews and uses many of the teaching and learning strategies emphasized in the previous four units. So too, the activities in this unit support a variety of learning styles. The image of the learner, made clear in the Course Notes, must be priority when facilitating all classroom activities.

Assessment and Evaluation

- Rubrics
- Checklists
- Peer and self-evaluation opportunities

Resources

Andersen, Neil. *Literature and Media 10*. Toronto: ITP Nelson, 2000. ISBN 0-17-618719-7

Davies, Richard, Glen Kirkland, and Jeff Siamon. *Crossroads 10*. Toronto: Gage Educational Publishing, 2000. ISBN 0-7715-1332-1

Hilker, Douglas and Sue Harper. *Elements of English 10: Teacher's Guide*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-1462-X

Hunter, Judith. *Crossroads 9: Teacher's Guide*. Toronto: Gage, 1999. ISBN 0-7715-1325-9

Hunter, Judith, et al. *Crossroads 10: Teacher's Guide*. Toronto: Gage, 2000. ISBN 0-7715-1333-X

Evans, Kathy. *The Issues Collection: Biography*. Toronto: McGraw-Hill Ryerson, 1993. ISBN 0-07-551442-7

Ontario Ministry of Education and Training. *Ontario Curriculum Unit Planner, Version 2.0*. Toronto, 2000.

Activity 1: Heroes, Mentors and Success

Time: 300 minutes

Description

In order to fully understand the expectations for the independent component of this unit, the class and teacher work together to come to an understanding of the meaning of the words "hero" and "mentor" and to explore the concept of "success". The students use a variety of reading strategies such as skimming and scanning, focusing on explicit detail, making inferences and making judgements about the relevance of information in order to successfully complete this activity.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.02 - demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work.

Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating information, identifying main ideas and supporting details, extending personal knowledge and responding imaginatively;
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points;
RE1.03 - use knowledge of the organization of texts to locate relevant information;
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts;
RE1.05 - compare their own interpretations of texts with those of others;
RE2.05 - use knowledge of the elements of newspaper and magazine articles and opinion pieces, with an emphasis on headlines, leads, the Five W's (who, what, where, when, and why?), titles, subtitles, and accompanying photographs to understand and interpret these texts;
RE4.01 - preview vocabulary before reading;
RE4.02 - use word-identification strategies while reading;
RE4.03 - use context to determine the meaning of unfamiliar words;
RE4.04 - use print and electronic dictionaries, thesauri, and reference texts to clarify the meaning and pronunciation of antonyms, synonyms, homophones, homonyms, specialized language, and commonly confused words;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing;
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types;
WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

  Grammar and Usage: identify the rules of subject-verb and pronoun agreement and apply them correctly;
  Grammar and Usage: identify and use correctly the principal parts of irregular verbs;
  Spelling: identify and apply a wide variety of spelling patterns, rules, and strategies to recognize and correct spelling errors;
  Spelling: spell correctly specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns;
  Punctuation: identify the use of effective punctuation when reading and use punctuation correctly when writing.

Planning Notes

- The teacher works with the teacher-librarian to generate a list of ten or more current heroes/mentors.
- The teacher works with the teacher-librarian to select four newspaper articles and/or works of short non-fiction on each of the selected hero/mentors.
- The teacher ensures that these resources provide a detailed overview of the background of each of the selected heroes/mentors, details about the lives of these people, and information about the nature of their pathways to success.
- The teacher reproduces each set of four articles on different colours of paper in order to facilitate a quick visual check during activities that all students have different information.
- The teacher prepares a two-column Hero/Mentor T-chart for the class with the headings "What are the personal qualities of the hero/mentor? (e.g., each group has its own hero/mentor) and "What did the hero/mentor do or say or think that supports this quality?"
- The teacher reviews the reading strategies the students will need for this activity.

Prior Knowledge Required

The students are familiar with:

- a variety of effective reading strategies;
- the writing process;
- the expectations of co-operative learning, effective oral communication and learning skills.

Teaching/Learning Strategies

Part A: Whole-class Discussion

1. The teacher explains that the focus for the final unit of this course is a project wherein students research a hero of their choice. However, in order for them to successfully complete the final project, the students explore the meaning of three key concepts: heroes, mentors, and the nature of success.
2. The teacher reminds the class of the expectations concerning co-operative learning, effective oral communication and the importance of such learning skills as teamwork, organization and initiative. This occurs before students begin their investigation of heroes, mentors, and success.
3. Students participate in a think/pair/share activity in response to the questions “What do you think of when you hear the word hero?” and “What do you think of when you hear the word *mentor*?” The students think about the questions for a specified period of time and then discuss their thoughts with someone else in the class. This step minimizes the element of risk for students who are reluctant to speak in front of a larger group. Once the pairs have shared their ideas, they may join with two other partners and compare and discuss their findings. Finally, the groups will be asked to report to the class as a whole.
4. Students share their observations about the similarities and differences between the terms “hero” and “mentor” with the class. The teacher, or a student, records these ideas on chart paper on a Venn diagram. This organizer is then posted on the wall of the classroom and serves as an important reference point for later group and independent work. The teacher now extends the discussion by asking the students to reflect on the concept of “success”. Again, following the think/pair/share discussion model, the students reflect on such questions as: “What do you think of when you hear the word ‘success’?” “What does ‘success’ mean to you?” and “Is ‘success’ the same for everyone?”
5. Students share their thoughts with a partner and then in a small group. The teacher, or a student, records the thoughts on chart paper and posts them for future reference.

Part B: Small Group Discussion

1. The teacher arranges the class in groups of no more than four students each.
2. In their groups, the students read a newspaper article or short work of non-fiction for information about a person who is popularly considered to be a hero/mentor. Each group has reading material on a different hero/mentor. The teacher colour codes the copies of the newspaper articles/non-fiction in order to ensure that each student in the group reads a different article. This avoids duplication of data and ensures that, together, all group members have the background information they need to complete their Hero/Mentor T-charts.

   The following chart provides a possible template for the Hero/Mentor T-chart:

What are the personal qualities of…?	What did …do/say/think that supports this quality?

The two questions on this chart guide the students in the reading and writing skills required for this activity. To successfully complete this task, students use a variety of reading strategies such as making predictions about the content based on headlines and titles, skimming and scanning, and making judgements about the relevance of information to the topic. Since each member of the group is reading a different article about the same hero, the students are encouraged to read carefully and share the information from their reading passage.

3. Once the groups have finished reading their newspaper article or non-fiction piece, they synthesize their findings and collaboratively and/or independently complete the Hero/Mentor T-chart. The students demonstrate mastery of key reading strategies as they focus on locating the main ideas and supporting details, summarizing key points and rereading to check for understanding. It is important that the students focus on the personal qualities of their hero and provide appropriate supporting details from their reading to explain their reasoning. A successfully completed T-chart is comprised of at least 10 points about the hero/mentor.

Part C: Class Discussion of T-Charts

1. The groups reconvene to refocus their thoughts concerning their Hero/Mentor T-charts. The students exchange charts within the groups for peer editing and to check that each chart is accurate and complete.
2. Once students have completed their Hero/Mentor T-charts, the teacher asks for volunteers to share the T-chart information with the class. The teacher encourages the other members of the class to seek clarification concerning the lives of each groups' hero/mentor in order to broaden the scope of the concept of the hero/mentor.
3. After the Hero/Mentor T-chart discussions, the teacher asks the class to reread the original lists of the qualities of both the hero and mentor posted on the classroom wall. The teacher discusses any possible additions the students would like to make to these original lists based on their new learning about specific heroes and mentors.
4. The teacher now asks the groups to extend their thinking around their hero/mentor to include ideas from the list outlining the nature of success.
5. In their groups, students discuss which aspects of the nature of success apply the hero/mentor they have been reading about and then complete a belief statement about their group's hero/mentor with a full explanation. The following example may serve as a guide: "*We believe that* _____________ (replace this name with the group's hero/mentor) *is a success because….*" The teacher reminds the students that it is not enough for them to simply write a statement such as the following: "*We believe that Dr. Roberta Bondar is a success because she travelled in space.*" The students must fully explain why travelling in space, for example, makes Dr. Roberta Bondar successful.
6. The groups finish their belief statements and read their statements to the class.
7. Students then make any revisions or additions to the class wall chart on the nature of success.

Part D: Portfolio of Written Responses

1. The students now connect the reading and writing they have done on heroes, mentors, and success to their own lives. To demonstrate the depth and extent of their new understanding and mastery of a variety of writing skills, students write a one to two page entry in their Response Portfolios in which they identify and describe the qualities of a personal hero or mentor, explain why this person is/was a success and describe the effect this hero/mentor has had on their lives. This writing provides the opportunity for students to begin to reflect on their own pathways to success.
2. The teacher ensures that students are clear about the expectations for this Portfolio by reviewing the rubric with the class.

3. The students revise their drafts both collaboratively and independently in order to improve the content, clarity and coherence of their writing. Students work with a partner to complete the Ten Point Editing Checklist from Unit 2 -Appendix A. They will use feedback from this exercise to strengthen content and improve the coherence of the writing.
4. Students polish their written Portfolios for submission. Word-processing and electronic spelling and grammar checking programs will encourage students to edit and polish their work.

Assessment/Evaluation Techniques

Diagnostic

- observational checklist of co-operative, oral and learning skills
- peer editing checklist for Portfolio of Written Responses entry

Formative

- graphic organizers

Summative

- rubric developed using the *Ontario Curriculum Unit Planner* for the Portfolio of Written Responses section based on expectations (WRV01, WRV02, WRV03, WRV04, WRV05, WR1.02, WR1.03, WR1.04, WR2.01, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04, REV02, REV04, RE1.01, RE1.02, RE1.03, RE1.04, RE2.05, RE4.04)

Accommodations

- More time could be allowed for the completion of T-Charts and the Portfolio of Written Responses entry for students whose IEP suggests this accommodation would facilitate greater success.
- Provide models and samples of Venn diagrams and T-charts as exemplars for students who have difficulty visualizing the final product.
- Expand expectations and opportunities for enrichment by building a creative component into the group work.
- For students for whom English is a second language or who are language impaired, a teacher or peer may read the text of the articles in the groups. Students may also use taped readings.
- Pair successful students as peer mentors to assist in remediation and skill-building with reading and writing tasks such as the group hero/mentor reading and the Portfolio of Written Responses.

Resources

The following Teacher's Guides are excellent resources for rubrics, checklists and the variety of assessment instruments needed for this activity:

Andersen, Neil, et al. *Literature and Media 10: Teacher's Guide*. Toronto: Nelson Thomson Learning, 2000. ISBN 0-17-618722-7

Aker, Don and David Hodgkinson. *Language and Writing 10: Teacher's Guide*. Toronto: Nelson Thomson Learning, 2000. ISBN 0-17-618721-9

Crane, Mary, Barbara Fullerton, and Amanda Joseph. *SightLines 10 Teacher's Guide*. Toronto: Prentice Hall, 2000. ISBN 0-13-028778-4

Hilker, Douglas and Sue Harper. *Elements of English 10: Teacher's Guide*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-1462-X

Hunter, Judith, et al. *Crossroads 9: Teacher's Guide*. Toronto: Gage, 2000. ISBN 0-7715-1325-9

Hunter, Judith, et al. *Crossroads 10: Teacher's Guide*. Toronto: Gage, 2000. ISBN 0-7715-1333-X

Activity 2: Independent Hero/Mentor Profile

Time: 450 minutes

Description

The students research a hero/mentor of their choice and create a Hero/Mentor Profile of that person. Students are encouraged to prepare a profile on someone whom they feel has had a direct and positive influence on their life. In their Hero/Mentor Profile, students provide biographical background on their hero/mentor, explore the nature of his/her success and then explore the role and effect this person has had on their lives. Finally, the students consider connections among their personal strengths and communication skills and take the opportunity to reflect on their own pathways and destinations leading to success. All the work for this activity is completed in a modified independent study framework. The expectations and structure of the written report are clear to the students from previous activities. Successful completion of this activity will demonstrate mastery of variety of reading and writing skills that have been the focus of all previous units in the course.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.02 - demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work.

Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating information, identifying main ideas and supporting details, extending personal knowledge and responding imaginatively;
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points;
RE1.03 - use knowledge of the organization of texts to locate relevant information;
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts;
RE1.05 - compare their own interpretations of texts with those of others;
RE2.05 - use knowledge of the elements of newspaper and magazine articles and opinion pieces, with an emphasis on headlines, leads, the Five W's (who, what, where, when, and why?), titles, subtitles, and accompanying photographs to understand and interpret these texts;
RE4.01 - preview vocabulary before reading;
RE4.02 - use word-identification strategies while reading;
RE4.03 - use context to determine the meaning of unfamiliar words;
RE4.04 - use print and electronic dictionaries, thesauri, and reference texts to clarify the meaning and pronunciation of antonyms, synonyms, homophones, homonyms, specialized language, and commonly confused words;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing;

WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types;
WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

Grammar and Usage: identify the rules of subject-verb and pronoun agreement and apply them correctly;
Grammar and Usage: identify and use correctly the principal parts of irregular verbs;
Spelling: identify and apply a wide variety of spelling patterns, rules, and strategies to recognize and correct spelling errors;
Spelling: spell correctly specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns;
Punctuation: identify the use of effective punctuation when reading and use punctuation correctly when writing.

Planning Notes

- The teacher works with the teacher-librarian to provide access to resources for student research.
- The teacher works with the teacher-librarian to remind the class of the information skills they will need to undertake the research for this activity effectively.
- The teacher has chart paper, markers, scissors and glue available for classroom use.
- The teacher provides a variety of short biographies for the class.
- The teacher reviews both effective paragraph structure and the steps in the writing process.
- The teacher provides organizational checklists for the students to assist them in following the necessary steps in the research and writing process to complete all components of the Independent Study Hero Profile. (See Resources.)
- The teacher provides a rubric outlining the expectations for a short report based on the Report Template provided in Unit 2 (Appendix D).
- The teacher provides a checklist outlining the expectations for the creative work. (See list of resources.)
- The teacher provides models of the poster display or “storefront” presentations to be used as exemplars.

Prior Knowledge Required

- Students know, understand, and practise the school policy on appropriate and ethical use of the Internet.
- Students have the information skills needed to carry out their research, including evaluating the appropriateness of resources, and note making.
- Students understand the process and importance of peer and self-assessment.
- Students can use a variety of reading strategies.
- Students know and practise the expectations for effective oral communication.

Teaching/Learning Strategies

Part A: Hero Profile Overview

1. The final component of this unit requires the students to research and create a Hero/Mentor Profile on a hero or mentor of their choice. Students select a personal hero for research and, at this point, the teacher may want to broaden the scope of the concept of the hero, if not done previously. Students are encouraged to consider family members, a peer, a local member of the community, or a fictitious character as the focus for their Hero Profile.

2. The expectations for the written report are familiar to the students from previous units of study. However, wherever possible, the teacher provides models and exemplars for the required elements of this project that may be unfamiliar to students, e.g., the biography, the creative component and the poster or "storefront" display format. Students are able to complete most aspects of this project during class time.
3. The teacher clearly outlines all of the required elements in the Hero/Mentor Profile for the students before any reading and writing begins. The Hero/Mentor Profile includes the following three components:
   - a five-paragraph report in which the students provide (a) an introduction which defines the concepts of hero, mentor and the nature of success, (b) a brief biography of their chosen hero/mentor, (c) a discussion as to what qualities this person possesses that would make them a hero/mentor, (d) detail on this person's pathway to success and (e) a concluding paragraph;
   - a reflective Portfolio in which the students identify their own strengths and outline the ways in which they feel they can capitalize on them to create their own pathway to success (The students' pathways to success may, in fact, model or build on the chosen path of their hero/mentor. The key part of this writing assignment is for the students to recognize their abilities and make connections among their personal strengths and communication skills and the experiences that lie ahead.);
   - a creative piece which represents some aspect(s) of the hero/mentor's personality and life. This creative work may be in the form of (a) a small collage of words and pictures from magazines which are representative of their hero personal qualities and the nature of his/her success or (b) a "Memory Box" in which the students include "actual" memorabilia from their hero/mentor's life. The collage and the Memory Box must be accompanied by a brief rationale explaining why the pictures, words, or "memorabilia" truly represent important aspects of their hero/mentor's character and life, or (c) another creative approach suggested by the students and deemed acceptable and appropriate by the teacher.
4. Students and the teacher provide a selection of appropriate magazines needed to complete the creative work. The teacher encourages students to consider a wide variety of topics for their collage or Memory Box including sports activities, book titles, musical preferences, entertainment, family photos, food choices, travel destinations and artifacts. A checklist for evaluating the collage or Memory Box makes the expectations for this assignment clear.
5. The teacher explains to students that, once their written and creative component is completed, they are expected to show their work in a poster display or some form of "storefront" presentation. (See Activity 3.) Wherever possible, the teacher provides models of completed poster displays and/or "storefront" presentations as exemplars for those students who have difficulty visualizing the final product.
6. The teacher reminds students to use the wall charts on the hero, mentor and the nature of success as a guide for their reading and writing in this project.
7. Before the students begin the research and the writing component of their Hero Profile, the class reads a selection of short biographies (see Resources). This can be facilitated as a concept attainment exercise during which the students use these biographies to collaboratively create a list of the required elements of a biography and to explore the pathways to success of these hero/mentors.

Part B: Biography Reading and Discussions

1. Students continue to read, reflect on and discuss the biographies the class is examining. Various approaches may be taken to strengthen reading skills. Students may read silently, in small groups to each other, or the teacher may ask for volunteers to read to the whole class. It is important to vary the approach so that the strengths and weaknesses of all students are addressed.
2. After they have read a selection of short biographies, students, working collaboratively, begin to create a list of the required biographical elements for their Hero/Mentor Profiles. This list serves as an outline for the students as they begin reading about and researching their own hero/mentor for their profile. Again, student reading, discussion and writing should also focus on the nature of success for each of the heroes/mentors about whom they are reading.

Part C: Research

1. The students identify the hero/mentor they have selected for their Hero Profile before they begin compiling information.
2. The teacher reviews the steps in the writing process and shares the rubric for the report and the Portfolio with the class in order that the expectations for this writing assignment are very clear to all students.
3. Students use the outline for the report found in Unit 2 (Appendix D) to guide them in reading, research, note-taking and, ultimately, writing the final product.
4. If students do not have sufficient materials to research and complete their Hero Profile, they may use the Library/Resource Centre to access print and electronic resources for this project. Information skills of note-taking, documenting sources and evaluating the appropriateness of resources and information are an important skill for this activity. Students may also extend their interview skills by gathering information on a family member, peer, or a local member of the community.

Part D: Research/Initial Draft Writing/Creative Work

1. Students' needs during this phase of the Independent Study component will vary. Some will need more time than others will for each component of the Hero Profile. So too, some students will want to do certain work for their profile on their own time and other work in class. These two research and writing periods provide the opportunity for the students to demonstrate mastery of the skills of organizing and managing their time while working towards a goal.
2. Prior to the editing, revision, and polishing stage of the students' Hero Profile, the rubric for the report, the Portfolio and the checklist for the creative work will again be reviewed to ensure that the students fully understand the expectations addressed and the standard of performance expected.

Part E: Revising/Editing/Proofreading and Publishing

1. Students use the Ten Point Editing Checklist (Unit 2, Appendix A) to peer and self-edit their work. The students revise their drafts collaboratively and independently in order to improve the content, clarity and coherence of their writing.
2. Students polish their written Portfolios for submission. Word-processing and electronic spelling and grammar checking programs encourage students to edit and polish their work.
3. The rubrics for the report and the Portfolio, and the checklist for the creative work continue to serve as a guide for the students to ensure that the expectations and the expected standard of performance are clear.
4. Students are expected to present their work in either in a poster display or a "storefront" presentation. This format for presentation facilitates the carousel and discussions for Activity 3. Models of such displays provide the students with exemplars and standards of performance.

Assessment/Evaluation Techniques

Summative

- Summative assessment using a checklist for the creative work
- Summative assessments using a rubric for the report and the Portfolio developed using the *Ontario Curriculum Unit Planner* (WRV01, WRV02, WRV03, WRV04, WRV05, WR1.02, WR1.03, WR1.04, WR2.01, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04, REV02, REV04, RE1.01, RE1.02, RE1.03, RE1.04, RE2.05, RE4.04)

Accommodations

- Encourage students, especially those for whom English is a second language, to research a hero/mentor from their home country.
- Consider the use of adaptive technologies and specialized equipment for those who would benefit from such assistance particularly for displaying their own work.

Resources

Andersen, Neil. *Literature and Media 10*. Toronto: Nelson Thomson Learning, 2000.
ISBN 0-17-618719-7, especially the selection:
    Nelson Mandela. "A Country Childhood"

Evans, Kathy. *The Issues Collection: Biography*. Toronto: McGraw-Hill Ryerson Limited, 1993.
ISBN 0-07-551442-7

Kirkland, Glen, editor. *Crossroads 10*. Toronto: Gage Educational Publishing, 2000.
ISBN 0-7715-1332-1, especially the following selections:
    Sandy Banks. "Rosa Parks' Heroism Still Inspires"
    Brian Bergman. "Tom Jackson"

Luengo, Anthony, editor. *Literature and Media 9*. Toronto: ITP Nelson, 1999.
ISBN 0-17-618701-4, especially the following selections:
    Jack Granatstein. "Tom Longboat"
    John Melady. "Anna Lang"

Ontario Ministry of Education and Training. *Ontario Curriculum Unit Planner, Version 2.0*. Toronto, 2000.

The following teacher's guides are excellent resources for rubrics, checklists and the variety of assessment instruments needed for this activity:

Andersen, Neil, et al. *Literature and Media 10: Teacher's Guide*. Toronto: Nelson Thomson Learning, 2000. ISBN 0-17-618722-7

Aker, Don and David Hodgkinson. *Language and Writing 10: Teacher's Guide*. Toronto: Nelson Thomson Learning, 2000. ISBN 0-17-618721-9

Crane, Mary, Barbara Fullerton, and Amanda Joseph. *SightLines 10 Teacher's Guide*. Toronto: Prentice Hall, 2000. ISBN 0-13-028778-4

Hilker, Douglas and Sue Harper. *Elements of English 10: Teacher's Guide*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-1462-X

Hunter, Judith, et al. *Crossroads 9: Teacher's Guide*. Toronto: Gage, 2000. ISBN 0-7715-1325-9

Hunter, Judith, et al. *Crossroads 10: Teacher's Guide*. Toronto: Gage, 2000. ISBN 0-7715-1333-X

Activity 3: Hero/Mentor Profile Carousels

Time: 150 minutes

Description

The students share their Hero/Mentor Profiles with other members of the class. The poster displays or "storefront" presentations provide the opportunity for other members of the class to move around the classroom and view, read and discuss the Hero/Mentor Profiles with the writers. The students write a Portfolio in response to two of the profiles that particularly caught their attention.

Strand(s) and Expectations

Strand(s): Reading Skills, Writing Skills

Overall Expectations

REV.01 - demonstrate an understanding of a variety of contemporary texts;
REV.02 - demonstrate an understanding of the elements of a variety of contemporary texts, with a focus on short plays, short stories, novels, poetry, and newspaper and magazine articles and opinion pieces;
REV.04 - use a variety of strategies to understand words encountered in texts;
WRV.01 - investigate information and ideas for written work, using a variety of print and electronic sources;
WRV.02 - demonstrate an understanding of the forms of writing appropriate for specific purposes and audiences, with an emphasis on using the forms to communicate information clearly and accurately;
WRV.03 - organize information, ideas, and supporting details in written work.

Specific Expectations

RE1.01 - read a variety of self-selected and teacher-assigned contemporary texts for different purposes, with an emphasis on locating information, identifying main ideas and supporting details, extending personal knowledge and responding imaginatively;
RE1.02 - use and assess strategies before, during, and after reading to understand a variety of contemporary texts, with an emphasis on setting a purpose for reading, making predictions about content, skimming and scanning, using prior knowledge to understand text, predicting and confirming while reading, discussing main ideas and supporting details, rereading sections, and summarizing key points;
RE1.03 - use knowledge of the organization of texts to locate relevant information;
RE1.04 - make inferences, draw conclusions, and make judgements based on implicit and explicit information in texts;
RE1.05 - compare their own interpretations of texts with those of others;
RE2.05 - use knowledge of the elements of newspaper and magazine articles and opinion pieces, with an emphasis on headlines, leads, the Five W's (who, what, where , when, and why?), titles, subtitles, and accompanying photographs to understand and interpret these texts;
RE4.01 - preview vocabulary before reading;
RE4.02 - use word-identification strategies while reading;
RE4.03 - use context to determine the meaning of unfamiliar words;
RE4.04 - use print and electronic dictionaries, thesauri, and reference texts to clarify the meaning and pronunciation of antonyms, synonyms, homophones, homonyms, specialized language, and commonly confused words;
WR1.01 - describe and use strategies to generate ideas and explore topics for writing;
WR3.01 - construct complete sentences to present information and ideas, using a variety of sentence types;

WR5.04 - edit and proofread written work, identifying and correcting errors according to the requirements of grammar, usage, spelling, and punctuation listed below:

Grammar and Usage: identify the rules of subject-verb and pronoun agreement and apply them correctly;
Grammar and Usage: identify and use correctly the principal parts of irregular verbs;
Spelling: identify and apply a wide variety of spelling patterns, rules, and strategies to recognize and correct spelling errors;
Spelling: spell correctly specialized vocabulary, unfamiliar words, and words that deviate from regular spelling patterns;
Punctuation: identify the use of effective punctuation when reading and use punctuation correctly when writing.

Planning Notes

The teacher ensures that the students' Hero Profiles are adequately displayed in order for the carousel to be successful.

Prior Knowledge Required

- Students are comfortable displaying and discussing their work.
- Students understand the etiquette of examining and discussing the creative work of their peers with sensitivity and respect for both the person and the property.

Teaching/Learning Strategies

1. Over the next two periods, students share the results of their research with their classmates. Poster displays or "storefront" presentations work best for the carousel format. Similar to a science fair structure, students display their work and discuss their reasoning with others.
2. The class participates in the carousel in order to view, read and discuss the Hero/Mentor Profiles with their peers. The carousel structure works best over the two periods if approximately one third of the class is "posted" at their display at a time. This way the rest of the class can circulate and discuss the presentations. After a reasonable period of time, the groups switch and another third of the class members become the "presenters".
3. Once students have browsed all the displays, each then selects two Hero/Mentor Profiles to explore in greater depth. The students view, discuss, and reflect on these selected profiles in much more detail with the writers/creators.
4. Once students have completed their carousel discussions, they write a one-page Portfolio of Written Responses entry for each of the two Hero/Mentor Profiles they chose for their focus. In each Portfolio response, the students identify what it is about this particular hero/mentor that drew them in. They briefly explain what background detail about this person's life was especially interesting to them. Finally, they examine this hero/mentor's pathway to success and make important connections to their own projected pathways and destinations.
5. The teacher shares the rubric for the Portfolio of Written Responses with the class to clarify expectations for this final writing task.
6. Due to the personal nature of the Portfolio component of the Hero/Mentor Profile, some students may not wish to present this portion of their profile to their peers.

Assessment/Evaluation

- The teacher and students gather evidence of the specific expectations outlined for this activity in:
- Summative assessment using rubric for written Portfolio of Written Response. (WRV01, WRV02, WRV03, WRV04, WRV05, WR1.02, WR1.03, WR1.04, WR2.01, WR2.03, WR3.01, WR3.02, WR3.03, WR4.01, WR4.02, WR4.03, WR4.04, WR4.05, WR5.01, WR5.02, WR5.03, WR5.04, REV02, REV04, RE1.01, RE1.02, RE1.03, RE1.04, RE2.05, RE4.04)

Accommodations

- Pair ESL students with a reading partner or peer tutor for the carousel to ensure full understanding of the reading material.
- Consider options to the carousel presentations for those students who struggle with presenting and discussing orally, e.g., students may tape an introduction and comments about their material ahead of time.
- Consider the use of adaptive technologies and specialized equipment for those students who would benefit from this during the carousel presentations

Resources

The following teacher's guides are excellent resources for rubrics, checklists and the variety of assessment instruments needed for this activity:

Andersen, Neil, et al. *Literature and Media 10:Teacher's Guide* Toronto: Nelson Thomson Learning, 2000. ISBN 0-17-618722-7

Aker, Don and David Hodgkinson. *Language and Writing 10: Teacher's Guide*. Toronto: Nelson Thomson Learning, 2000. ISBN 0-17-618721-9

Crane, Mary, Barbara Fullerton, and Amanda Joseph. *SightLines 10 Teacher's Guide*. Toronto: Prentice Hall, 2000. ISBN 0-13-028778-4

Hilker, Douglas, and Sue Harper. *Elements of English 10: Teacher's Guide*. Toronto: Harcourt Canada, 2000. ISBN 0-7747-1462-X

Hunter, Judith, et al. *Crossroads 10: Teacher's Guide*. Toronto: Gage, 2000. ISBN 0-7715-1333-X